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CHIEF SUPERINTENDENT'S
REPORT ON EDUCATION,
1872.

CHIEF SUPERINTENDENT'S

REPORT ON EDUCATION

1873

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Ontario. Education, Dep. of

(ANNUAL) REPORT

OF THE

NORMAL, MODEL, HIGH

AND

PUBLIC SCHOOLS

OF

ONTARIO,

FOR THE YEAR 1872.

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.

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ANNUAL REPORT

1874

NORMAL MODEL HIGH

PUBLIC SCHOOLS

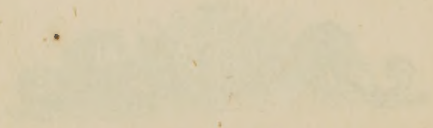


ON T A T I O
FOR THE YEARS 1872

BY THE CHIEF SUPERINTENDENT OF EDUCATION

Printed by order of the Board of Education

1874
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Printed and Published by the University of Toronto
1874



Department of Public Instruction for Ontario.

No. 419, T³.

EDUCATION OFFICE,

TORONTO, 31st October, 1873.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, High and Public Schools of Ontario, during the year 1872, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains extracts from local reports, and other documents and papers illustrative of the means which have been employed to promote the improvement and extension of the High and Public Schools throughout Ontario.

I have the honour to be, Sir,


Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable TIMOTHY BLAIR PARDEE, M.P.P.

Secretary of the Province,

Toronto.



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PART I.
—
GENERAL REPORT.
1872.

ANNUAL REPORT
OF THE
Normal, Model, High and Public Schools
IN ONTARIO,
FOR THE YEAR 1872.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C.B.,
Lieutenant-Governor of the Province of Ontario :*

MAY IT PLEASE YOUR EXCELLENCY,

I herewith present my Report to your Excellency on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1872, and for the twenty-ninth year of my incumbency.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the tables accompanying this Report :—

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

The Receipts.

1. The amount apportioned from the Legislative Grant was \$204,758. The amount apportioned for the purchase of maps, apparatus, prize and library books was \$20,560—increase \$5,364.

2. The amount from County *Municipal* Assessment was \$531,391, shewing a remarkable increase of \$38,909.

3. The amount available from *Trustees'* School Assessment was \$1,232,101,—increase \$204,916, being the largest increase in this item yet reported.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1872, was \$541,459—increase \$130,825.

5. The Total Receipts for all Public School purposes for the year 1872 amounted to \$2,530,270, or considerably over *two millions and one-half of dollars*, shewing an increase of \$405,799, over the total receipts of the preceding year, being by far the greatest and most gratifying increase ever reported since the establishment of our Public School System. Considering that this was the second year of the operations of the new School Act, this result is most encouraging, and speaks well for the educational prosperity of the country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts since 1860—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School authorities. The table is as follows :—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal													
Assessment	278693	278085	274471	287768	304382	308092	319154	351873	362375	372743	385234	492481	531391
Trustees' School													
Assessment	556682	587297	620268	631755	659380	711197	760366	799708	855538	890834	951099	1027184	1232101
Total Receipts	1324272	1381279	1396123	1432885	1484187	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270
Increase in Total													
Receipts	14452	57006	14843	36762	51301	60813	62970	62364	118997	38093	116938	180166	406799

The Expenditure.

1. The amount paid by trustees for salaries of teachers in 1872, was \$1,371,593—increase \$180,117, a most gratifying increase, and showing a desire on the part of trustees to give teachers a fair remuneration.

2. For maps, globes, prize books and libraries \$47,798—increase, \$14,715. The Legislative aid given to trustees for these objects was \$20,560.

3. For sites and building of School-houses, \$456,042—increase, \$194,208. This unprecedentedly large increase is without parallel, and is no doubt due to that most salutary provision of the new School Law, which requires the trustees to provide suitable accommodation for all the pupils in their School divisions. This great increase (of \$194,208) in the trustees' expenditure for sites and School-houses, proves the impetus given to School-house building by the Act of 1871. The increased expenditure under these heads, in 1871, was \$54,333, and, in 1870, only \$16,129. This expenditure of nearly half-a-million dollars for sites and School-houses in 1872, is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For rents and repairs of School-houses, \$104,394—increase, \$41,241.

5. For school-books, stationery, fuel and other expenses, \$227,534—decrease \$26,214. These "other expenses" are, doubtless, for fuel and other contingencies not formerly reported by the trustees.

6. Total expenditure for all Public School Purposes, \$2,207,364—increase, 404,069, or an increase nearly *four and one-half* times greater than the increase of 1871 over 1870.

7. Balances of School Moneys not paid at the end of the year when the returns were made, \$322,906—increase, \$1,729.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division ; but it confers the *equal* right of attending the Schools upon all residents in such division between the ages of five and twenty-one years.

1. The School population reported by trustees (including only children between the ages of five and sixteen years) was 495,756—increase, 6,141.

2. The number of pupils between the ages of five and sixteen years attending the Schools was 433,664—increase, 10,631. Number of pupils of other ages attending the Schools, 20,998—decrease, 2,295. Total number of pupils attending the Schools, 454,662—increase, 8,336.

3. The number of boys attending the Schools, 238,848—increase, 3,782. The number of girls attending the Schools, 215,814—increase, 4,554.

4. The ages of pupils are this year reported for the second time. There are 2,274, under five years of age ; 217,618, between five and ten ; 213,566, between ten and sixteen ; 21,204, between sixteen and twenty-one.

5. The number reported as not attending any School is 12,323—increase, 305. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of trustees, parents and inspectors, is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened or disappear through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of compulsory education.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

1. This Table has been rendered necessary in consequence of the system of classification of pupils which the new Programme has introduced into the Public Schools. It presents a most striking fact, and shows that the number of pupils which have been put back from the higher classes of the old system to the first and second classes under the new system are 50,450, or 37,757 of the first class, and 12,693 of the second. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the pupils in the various Schools.

2. Another gratifying fact is shown by this Table in the large number of pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The Table is referred to for further information in regard to the number of pupils in each of the several subjects taught in the Schools—indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,661 Schools reported, 5,476 Teachers have been employed—increase, 170 ; of whom 2,626 are male Teachers—decrease, 15 ; and 2,850 are female Teachers—increase, 185. It will thus be seen that the number of female Teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions :—Church of England, 903—decrease, 8 ; Church of Rome, 657—increase, 34 ; Presbyterians (of different classes), 1,627—increase, 44 ; Methodists (of different classes), 1,746—increase, 84 ; Baptists, (of different classes), 302—increase, 4 ; Congregationalists, 58—decrease, 8 ; Lutherans, 20—increase, 5 ; Quakers, 19 ; Christians and Disciples, 47—increase, 13 ; reported as Protestants, 52—increase, 8 ; other persuasions, 41.

N. B.—Of the 657 teachers of the Church of Rome, 403 are employed in the Public Schools and 254 are teachers of R. C. Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 5,476—increase, 170 ; Provincial Certificates, 1st class, 307—decrease, 20 ; 2nd class, 731—increase, 214 ; County Board Certificates of the old Standard, 1st class, 1,030—decrease, 482 ; 2nd class, 746—decrease, 757 ; 3rd class, 84—decrease, 316 ; New County Board Certificates, 2,000 ; Interim Certificates, 578.

4. Number of Schools in which the teacher was changed during the year, 700—decrease, 200. I cannot but regret this tendency on the part of trustees to change their teachers. Such a change cannot, as a general rule, be beneficial to the pupils. It has the effect of rendering the instruction desultory, and without any continuity, and weakens the tie which should exist between pupil and teacher.

5. Number of Schools which have more than one teacher, 452—increase, 124.

6. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a

County, \$600—the lowest, \$96 (!) ; in a *City*, the highest, \$800—the lowest, \$400 ; in a *Town*, the highest, \$1,000—the lowest, \$260 ; in an *Incorporated Village*, the highest, \$750—the lowest, \$144. The *average salary of male teachers in Counties* was \$305—of *female teachers*, \$213 ; in *Cities*, of male teachers, \$628—of female teachers, \$245 ; in *Towns*, of male teachers, \$507—of female teachers, \$216 ; in *Incorporated Villages*, of male teachers, \$436—of female teachers, \$212. While the increase during 1872 is satisfactory and an improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a “*cheap teacher*,” and who seek to haggle down the teacher’s remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give higher wages for good labourers than to give lower wages to poor labourers. Good teachers cannot be got for inferior salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS. &c.

1. The whole number of *School Sections* reported, 4,777—increase, 124, chiefly in new Townships. The number of *Schools reported as kept open* is 4,661—increase, 63, these also mostly in new Townships.

2. *Free Schools*.—I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the annual School meetings, the voice of the country, which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature ; and that, from the year 1871, the Public Schools of the Province of Ontario have been declared free to all residents between the ages of five and 21 years.

3. The increase in number of *School-houses* was 41, 92 brick, 27 stone, 71 frame. There is a most satisfactory decrease in the number of log-built School-houses, there being no less than 149 of this class either demolished or sold, while stone, brick, and frame School-houses have been substituted.

4. The whole number of School-houses reported is 4,717, of which, 990 are *brick*, 452 *stone*, 1,999 *frame*, 1,276 *log*. I shall refer to this subject in a subsequent part of this report.

5. *Titles to School-Sites*.—*Freehold*, 4,403—increase, 191 ; *Leased and Rented*, 314—decrease, 150.

6. *School Visits*.—By Inspectors, 10,613—decrease, 321 ; by Clergymen, 7,924—increase, 307 ; by Municipal Councillors and Magistrates, 2,088—decrease, 1,153 ; by Judges and Members of Parliament, 369—decrease, 26 ; by Trustees, 19,284—increase 230 ; by other persons, 36,374—increase 1,806. Total School visits, 76,652—increase 843. This does not indicate any diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

7. *School Lectures*.—By Inspectors, 2,289—increase 11 ; by other persons, 309—decrease, 56. Whole number of School Lectures, 2,598—decrease 45. The lectures delivered by other than Inspectors are, of course, voluntary ; but the *law requires* that every Inspector shall deliver, during the year, at least one lecture on education in each School Section under his charge ; and the number of School Sections reported, with Schools open in them, is 4,661. There are, therefore, 2,063 School Sections, with Schools open, in which the requirement of the law, in regard to delivering an educational lecture, has not been observed. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of lectures delivered. Many of the County Inspectors

tors have informed me that during this, their second year of office, they preferred to give the time to the examination and classification, and in many cases, to the actual organization of Schools. Next year will, no doubt, witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one lecture a year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to Schools by the Inspectors was equal to the requirements of the law. Their effect has already been most salutary upon the Schools.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the holidays, was *eleven months and seven days* in 1872. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools—that is according to the number of pupils instructed in the Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 9,203—*increase, 1,919*; though less than two for each School. The law *requires* that there should be in each School a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the School visitors (clergymen, magistrates), &c., resident in the School Sections. I think the time has now arrived (under the new and improved system inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the apportionment of the School Fund from the Schools in which this provision of the law is violated. Good teachers do not shrink from, or are indifferent to, public examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their Schools. The stimulus to progress caused by such examinations, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Public School education; and such examinations will doubtless, under the new and improved programme of studies, command a large attendance of parents, trustees and friends of the pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,841—*increase, 202*. This exercise should be practised in every School, (and I am glad its use is increasing, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of pupils and are happy interludes in the exercises on days of public examinations; and the more agreeable and attractive such exercises, as well as school examinations, can be made, the more rapid and successful will school progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils is 1,708—*increase, 332*—there has also been an increase in the aggregate amount of prize books applied for and sent out to the Schools. As noted in my former report, I may remark that in every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of Schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may also here repeat again what I have already remarked on this subject, that the hack-

neyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every-day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in everything that constitutes a good pupil and a good School. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the School. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place the most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath) shall be given, and the neglector shall be sent empty away. Providence does not reverse its order or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others: nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead level notions of stationary teachers, and the envious murmurings of negligent and unsuccessful pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of merit cards, carried out by teachers, very little objection would ever be heard against the plan of awarding prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully selected and beautiful prize books has been prepared and furnished by the Department to trustees and Municipalities applying for them; and, besides furnishing the books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by trustees and Municipal Councils to procure these prize books for the encouragement of children in their Schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to trustees and teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will at the end of the quarter or half-year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of the pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, that he can be as *punctual*, as *diligent* and maintain as *good conduct*, and so acquire distinction and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but

also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half-year or year, but on the daily conduct and diligence of each pupil during the whole period, and irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the School discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments*.—Of the 4,661 Schools reported, the daily exercises were opened and closed with prayers in 3,703 of them—increase, 337; and the Ten Commandments were taught in 2,943—increase, 1015. The law wisely provides that “no child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing.” The religious instruction, reading and exercises, are, like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers may be according to the forms of the Roman Catholic Church; but generally, those exercises are Protestant. The fact that in 3,703 Schools, out of 4,661, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such religious exercises in a School does not by any means indicate the absence of religious principles or feelings in the neighbourhood of such School. There are many religious persons who think the day School, like the farm fields, the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that (although in some few instances, this duty may be unworthily performed, yet) from so many humble shrines of learning the prayer for Divine wisdom and guidance goes up with faith to HIM who has promised to give “liberally” to them that ask Him and to upbraid them not.

13. *Text Books*.—In a previous annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of text books for the Schools, but a uniform series of excellent Canadian text books, and the complete success of those measures. These text books are now universally used. As, however, it was frequently stated that the text books of Schools were so often changed, I appended to my Report for 1871 a memorandum on the subject showing that no changes have been made, but once or twice (in arithmetic and grammar) in twenty-five years.

14. *Maps, Globes, and other Apparatus*.—The maps and globes, and most of the other apparatus used in the Schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,581 (or nearly all) the Schools—increase 13; globes are used in 1,584 Schools—increase 240; maps are used in 4,091 Schools—increase 212. Total number of maps used in the Schools, 30,747—increase, 1,396.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 171—increase during the year 11.

2. *Receipts*.—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance of pupils, as compared with that at the Public Schools in the same Municipalities, was \$11,513—increase \$2,432. The amount apportioned and paid for the purchase of maps, prize books

and libraries, upon the usual condition of an equal sum being provided from local sources, was \$814—increase, \$239. The amount of School rates from the supporters of Separate Schools, was \$41,133—increase, \$6,318. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$15,349—decrease, \$9,998. Total amount received from all sources was \$68,810—decrease, \$1,008.

Expenditures.—For payment of teachers, \$45,824—increase, \$3,430 ; for maps, prize books and libraries, \$1,716—increase, \$459 ; for other School purposes, \$21,269—decrease, \$4,898.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 21,406—increase, 206. Average attendance, 10,584—increase, 213.

5. The whole number of teachers employed in the Separate Schools was 254—increase, 5 ; male teachers, 87—increase, 3 ; female teachers, 167—increase, 12. Teachers of religious orders, male, 29—increase, 3 ; female, 57—increase, 13.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch ; also the number of Schools using maps, apparatus and black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to and enjoyed by every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table D and noted previously, the number of Roman Catholic teachers of the Public Schools is 657, of whom 254 only are teachers in Separate Schools. There were, therefore, 403 (increase during the year, 29) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the School System. I may also observe, that according to the Inspectors' Returns, for 1872, there were 495,756 children in Ontario between the ages of 5 and 16. Of these, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic parents. Of these 75,000 Roman Catholic children, only 21,406 (not one-third of the R. C. School population) attend the Separate Schools ; the other two-thirds (allowing even 10,000 as not attending any School) attend the Public Schools, in which no less than 403 Roman Catholic teachers are employed ; and yet not a complaint has been made of even attempt at proselytism or interference with religious rights guaranteed by law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st of December, 1871), was \$10,299—increase, \$2,258. The amount received by the High School Boards from Legislative Grant for the salaries of teachers, was \$77,930—increase, \$12,394. The amount of Legislative Grant apportioned for *maps, prize books, etc.*, was \$1,613—increase, \$345. The amount of *Municipal Grants* in support of High Schools, was \$84,970—increase, \$34,296. The amount received for *pupils' fees*, was \$20,270—increase, \$1,284. Balances of the preceding year and other sources, \$28,184—increase, \$9,110. Total receipts, \$223,268—increase, \$59,688.

Expenditures.—For salaries of masters and teachers, \$141,812—increase, \$27,950 ; for building, rents and repairs, \$31,360—increase, \$7,196 ; for fuel, books and contingencies, \$32,962—increase, \$20,534 ; for maps, prize books, apparatus and libraries, \$3,869—increase, \$1,442. Total expenditure for the year 1872, \$210,005—increase, \$57,124. Balances of moneys not paid out at the end of the year, \$13,263—increase, \$2,564.

Number of Pupils, 7,968—increase, 478.

Number of Schools, 104.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES,—AND MISCELLANEOUS INFORMATION.

Table H. shows both the subjects taught and the number of pupils in such subjects in each of the High Schools, the names, university degree (or certificate) of the Head Masters, and the number of masters employed in each School, &c.

No. of Pupils—*English Grammar and Literature*, 7,884; in *Composition*, 7,278; in *Reading, Dictation and Elocution*, 7,836; in *Penmanship*, 7,178; in *Linear Drawing*, 3,176; in *Book-keeping*, 3,127; in *Arithmetic*, 7,834; in *Algebra*, 6,033; in *Geometry*, 3,894; in *Christian Morals*, 2,612; in *Logic*, 219; in *Trigonometry*, 174; in *Mensuration*, 2,592; in *History*, 7,513; in *Geography*, 7,715; in *Natural Philosophy*, 2,933; in *Chemistry*, 2,894; in *Natural History*, 2,408; in *Physiology*, 1,618; in *French*, 2,228; in *German*, 341; in *Latin*, 3,860; in *Greek*, 900; in *Gymnastics and Drill*, 840.

Of the School-houses, 51 were of brick, 21 stone and 26 frame; 17 were rented or leased, the remainder freehold. Galt has the finest play ground of any of the High Schools: it consists of 7 acres; Owen Sound and London, 5 acres; Barrie, Guelph and Lindsay, 4 acres. The other play grounds vary in size, the smallest being only $\frac{1}{4}$ of an acre—or one-half of the minimum size required of the smallest Public School. The estimated value of each School-house and site varies from \$30,000 (Toronto and Peterboro') down to \$300! (Alexandria and Kemptville.)

65 High Schools were under Union High and Public School Boards; Kingston is the oldest High School in Ontario, dating from 1792; Cornwall, 1806; Brockville, 1818; Niagara and Williamstown, from 1828; St. Catharines, 1829. 1,887 maps were used in the 104 High Schools; 60 schools used the Bible; in 90 there were daily prayers; 78 pupils matriculated at some University during 1872; 486 pupils entered mercantile life; 300 adopted agriculture as a pursuit; 213 joined the learned professions; 536 went to other occupations. The number of masters engaged was 239, nearly all the Schools having now additional masters, a great improvement on 1871, when the great majority of the Schools were content with the services of but one master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this report. In the meantime I would refer to the admirable report to me of the able Inspector, Dr. McLellan, in Appendix^aA.

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes:—

“The new School Law provides for the establishment and maintenance of three classes of superior English or Classical Schools, viz. :—

“I. HIGH SCHOOLS for teaching Classical and English subjects—in which boys and girls may be instructed together or separately.

“II. HIGH SCHOOLS in which boys and girls may be instructed in English subjects alone.

“III. COLLEGIATE INSTITUTES, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek and Latin.

“CONDITIONS FOR ESTABLISHING HIGH SCHOOLS.

“Parties wishing to have a High School of either class in their locality, authorized by His Excellency the Lieutenant-Governor in Council, are requested to furnish the Education Department with the following information:—

“1. The distance of the proposed High School from the nearest adjoining High Schools.

“2. The population of the town or village municipality in which it is proposed to place the High School.

"3. The boundaries of the proposed new High School District as fixed by the County Council (with copy of the proceedings of Council in the case).

"4. The amount of taxable property in such High School District.

"5. The description of the proposed High School building, as regards—

"(a) Its situation ; the extent of its site ; size of playground ; and extent of outward conveniences, &c.

"(b) Size, site and description of the proposed building ; number of class-rooms devoted to teaching ; room for teacher ; hat, cloak, map and book presses, &c.

"6. Written guarantee must be given to the Department by responsible parties, (1) that a suitable building distinct from the Public School-house (or if in the Public School building, on a separate flat, or in a separate wing), will be provided ; (2) that at least two competent teachers shall be employed in the proposed High School, and that no preparatory department will be introduced without the consent of the Department.

"CONDITIONS FOR ESTABLISHING COLLEGIATE INSTITUTES.

"Trustees of High Schools who desire to have the title of COLLEGIATE INSTITUTE conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information :—

"1. The name and designation of each master employed in the School, and the number of his teaching hours per day.

"2. The name and designation of each assistant teacher (if any), and the number of his teaching hours per day.

"3. The aggregate attendance of boys studying Latin or Greek during the whole of the previous civil year, and during the two terms of the School preceding the application.

"4. The daily average attendance of boys in Latin and Greek during the periods named.

"5. The income from all local sources during the preceding civil year.

"6. The description of the proposed Collegiate Institute building, as regards—

"(a) Its situation and extent of its site ; description and size of the building ; and its state of repair.

"(b) The number of rooms devoted to teaching purposes in it ; and their sizes.

"(c) Description of apparatus for illustrating natural philosophy and chemistry ; number and description of maps, number of volumes in library (if any).

"(d) Size of playground and extent of outside conveniences, &c.

"7. A written guarantee must be given by the trustees that no preparatory department or classes will be introduced without the consent of the Department, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with."

COLLEGIATE INSTITUTES AND HIGH SCHOOLS AUTHORIZED BY THE GOVERNOR.

His Excellency the Lieut.-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, viz. :

1. GALT. 2. HAMILTON. 3. PETERBORO'. 4. COBOURG. 5. KINGSTON. 6. ST. CATHARINES. 7. OTTAWA.

His Excellency has been pleased to authorize the establishment of the following new High Schools,—suitable accommodation and the employment of two Masters having been guaranteed, viz. :

1. Aylmer, in the County of Elgin.

2. Listowel, in the County of Perth.

3. Hawkesbury, in the County of Prescott.

IX.—TABLE 1.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology, as I intimated last year, has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the

laws which control atmospheric phenomena. The recent establishment of the storm signal office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological observations. The daily weather reports and the "probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "drum signals" established on the English coast by the late Admiral Fitzroy, though not appreciated at first, has become a necessity, and, under the good providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America:—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe. In regard to *land stations*, Professor Dové's tables have shown that "data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States; and that the deficiency extends across the whole North American continent, in those latitudes from the Atlantic to the Pacific." A recent return published under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological system for the Dominion, which cannot fail to be of great service to the cause of science and to the great agricultural as well as the maritime interests of the country.

The High School system of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, auroras, and other meteoric phenomena. The observations are taken at 7 a.m., 1 p.m., and 9 p.m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigation.

In my Report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

The County examinations held throughout the Province, in 1872, have demonstrated the great value and usefulness of the Normal School. Every one of its students who was examined has acquitted himself well. Of the seven who obtained first class certificates in July, five, and of the ten who passed in December for first class, seven were Normal School students. The great practical value of the instruction given to the students of that institution by the Rev. Dr. Davies, the Principal, Dr. Carlyle and Mr. Kirkland fully sustain the high reputation which the Institution has acquired throughout the country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency even in its minutest details that I have not witnessed in any other establishment of the

kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe. 160 of those admitted have been teachers. The establishment of the third mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged buildings for the Model Schools will add greatly to the practical character and efficiency of these Schools of practice in the Normal School course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly three additional Normal Schools may soon be established.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-three years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of these students.

Table K shows that of the 6,759 admitted to the Normal School (out of 7,464 applications) 3,290 of them had been teachers; and of those admitted, 3,448 were males, and 3,311 were females. Of the 3,448 male candidates admitted, 2,286 of them had been teachers; of the 3,311 female candidates admitted, 1,004 of them had been teachers. The number admitted the first session of 1872 was 202, the second session, 139,—total 341. Of the whole number admitted, 168 were males, and 173 females. Of the male students admitted, 107 had been teachers; of the female students admitted, 53 had been teachers.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must therefore be referred to in order to form an approximate idea of the state and progress of education throughout the Province. Table L. contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (several of them possessing University powers), with 2,700 students; 258 Academies and Private Schools, with 6,670 pupils, which are kept open 11 months, and employed 406 teachers. Total students and pupils, 9,370.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.*

1. The amount expended in library books during 1872, is \$4,421, of which one-half has been provided from local sources. The number of volumes supplied is 6,015.

2. The value of Public Free Libraries furnished to the end of 1872 was \$143,247—increase, \$4,422. The *number of Libraries*, exclusive of subdivisions, 1,226—increase 51. The *number of volumes* in these libraries was 253,512—increase 9,625.

3. *Sunday School Libraries* reported, 2,899—increase 54. The *number of volumes* in these libraries was 365,857.

4. *Other Public Libraries* reported, 185. The *number of volumes* in these libraries was 130,873.

* As an instance of what practical use libraries may be in numberless directions, I would call attention to the following statement of the library enterprise of the American Seaman's Friend Society of New York City. The American Seaman's Friend Society has been engaged for several years in supplying sea-going vessels with libraries for the special use of the men in the forecabin. * * * The amount of good accomplished through these libraries is beyond computation. Sea captains pronounce them indispensable help in administering the ship discipline, while seamen acknowledge the personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought, in some instances, the reformation of the whole crew; and everywhere abroad under its influence, intemperance, profanity, and ignorance gave way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life.

5. *The total number of Public Libraries in Ontario is 4,310. The total of the number of volumes in these libraries is 750,242.*

6. *Number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1872 inclusive.* The total number of volumes for *Public Free Libraries* sent out 253,512. The classification of these books is as follows:—*History*, 43,889; *Zoology and Physiology*, 15,652; *Botany*, 2,872; *Phænomena*, 6,244; *Physical Science*, 4,877; *Geology*, 2,169; *Natural Philosophy and Manufactures*, 13,485; *Chemistry*, 1,576; *Agricultural Chemistry*, 795; *Practical Agriculture*, 9,873; *Literature*, 24,178; *Voyages*, 22,420; *Biography*, 29,067; *Tales and Sketches*, *Practical Life*, 71,415; *Fiction*, 1,678; *Teachers' Library*, 3,312. Total number of *Prize Books* sent out, 627,590. *Grand Total* of library and prize books (including, but not included in the above, 18,563 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 899,049.

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which have been approved by the Council of Public Instruction) is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the Schools, was \$42,266; increase, \$12,189. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied for, and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 401; of Europe, 516; of Asia, 401; of Africa, 364; of America, 453; of British North America and Canada, 546; of Great Britain and Ireland, 242; of Single Hemispheres, 351; of Scriptural and Classical, 191; of other charts and maps, 827; of globes, 275; of sets of apparatus, 65; of other pieces of school apparatus, 2046; of Historical and other Lessons, in sheets, 31,261. Number of volumes of *prize books*, 63,721.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1872, the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$365,384, one-half of which has been provided from local sources, from which all applications have been made. The number of maps of the *World* furnished is 3,036; of *Europe*, 4,614; of *Asia*, 3,726; of *Africa*, 3,422; of *America*, 3,916; of *British North America, and Canada*, 4,462; of *Great Britain and Ireland*, 4,111; of *Single Hemispheres*, 3,115; of *Classical and Scriptural Maps*, 2,963; *other Maps and Charts* 6,718; *Globes*, 2,340; *sets of apparatus*, 509; single articles of school apparatus, 17,127; *Historical and other Lesson sin Sheets*, 198,528; *volumes of Prize Books*, 627,590.

3. I also repeat the following explanation of this branch of the Department:—

The maps, globes, and various articles of School apparatus sent out by the Department,

apportioning one hundred per cent upon whatever sum or sums are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Ontario contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurions, mechanical powers, numeral frames, geometrical powers, &c., &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School authorities all over the country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or School fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of School apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

(1) TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1872, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize & School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851			1,414	1,414
1852			2,981	2,981
1853			4,233	4,233
1854	51,376		5,514	56,890
1855	9,947	4,655	4,389	18,991
1856	7,205	9,320	5,726	22,251
1857	16,200	18,118	6,452	40,770
1858	3,982	11,810	6,972	22,764
1859	5,805	11,905	6,679	24,389
1860	5,289	16,832	5,416	27,537
1861	4,084	16,251	4,894	25,229
1862	3,273	16,194	4,844	24,311
1863	4,022	15,887	3,461	23,370
1864	1,931	17,260	4,454	23,645
1865	2,400	20,224	3,818	26,442
1866	4,375	27,114	4,172	35,661
1867	3,404	28,270	7,419	39,093
1868	4,420	25,923	4,793	35,136
1869	4,655	24,475	5,678	34,808
1870	3,396	28,810	6,175	38,381
1871	3,300	30,076	8,138	41,514
1872	4,421	42,265	10,481	57,167

(2) BOOKS IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or School apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,248
1860.....	155,604	252,504	408,108	8,446
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
$\frac{1}{2}$ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	224,582	254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874
1869-1870 ...	220,371	351,171	571,542	13,019
1870-1871 ...	146,435	411,518	557,953	13,078
1871-1872 ...	212,644	477,581	690,225	20,315

(3) EXPLANATORY REMARKS ON THE WORKING ON THE DEPOSITORY.

As certain parties have objected to the Depositories for the supply of High and Public Schools with maps, charts, apparatus, prize and library books, as an interference with private trade, I caused a circular to be addressed to each of the leading educationists in the United States and in the other Provinces, &c. ; also to the county, city and town Inspectors of Public Schools in this Province. The circular of enquiry, with the replies which I have received, will be found on pages 15 and 19.

(4) THE GENERAL QUESTION PRACTICALLY DISCUSSED.

In every country the interests of education, at least in its elementary organization, are committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But, it may be asked: "What is expected of such a department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular education is especially entrusted to the care and oversight of a responsible public department. If it be so, the question then is, "How can this be best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as institutions that should be made to subserve the interests of the trades and professions, whether it be of book-sellers or of private schools, or institutions for the training of School-masters.

(5) PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO A DEPOSITORY.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the question of School libraries in his report, thus remarks :

" *The plan of providing such district School libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon.* It is in short this :—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts and articles of apparatus for Schools and School libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any School district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the Depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them ; the libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In my *Special Report* to the Legislature in 1858, in regard to the State of New York, I said :—

"The unsatisfactory working and declining state of the Public School library system in the State of New York, as detailed in a preceding page, is a sufficient illustration of the fruits of what is demanded by the bookselling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing public libraries, as well as maps, globes, and other School apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education, at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says : 'The President made some remarks on the difficulty in the United States of procuring proper libraries for Schools, keeping out bad books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West.'"

Examples of the practice in other States, and in Nova Scotia, Australia, &c. (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

(6) CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their library system) :

"But a worse evil grew up in the systematic plans of pedlers to palm upon the libraries a mass of cheap, trashy and often pernicious literature. One or two wealthy booksellers kept their pedling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept ; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a

change." See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's* Book Trade Review for 1862.*

These "wealthy" and other "booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interest of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

"CAUTION.—School Officers are especially cautioned against travelling book pedlers, who pretending to be agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the libraries inferior and cheap editions of the works selected, or of worthless books in their places, and in common and frail bindings.

"Every book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No book pedler can furnish these books in equally good editions, and in equal binding, for the prices given in this circular.

* * * * *

"It is hoped that this simple and easy method of supplying the libraries with books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large bookstore home to each district. A large list of good books—more than twice as large as any book store in the State can show—has been selected, with the aid of some of the best men in the State.

* * * * *

"All orders for books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same," &c.

C. S. Stebbins, Esq., in his *Educational Needs of Michigan*, published in 1869, says: "The founders of our School system thought libraries indispensable to furnish reading to the young. *We do not need them now so much to furnish reading as to secure the proper kind of reading.* This, our present law, would do but for *one fatal defect*—a defect as fatal as would be the omission of the connecting rod in a locomotive. * * *

And what kind of books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with pedlers with all the unsaleable books of Eastern houses—the sensational novels of all ages, tales of piracies, murders and love intrigues—the yellow-covered literature of the world."

In the State of New York the library system has, under the pernicious efforts of itinerant vendors, as just pointed out, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline:

"The Trustees refuse to be troubled with the care of the library, thus consigning it to an unfavourable location in the Section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. *Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry, uninteresting matter of some cheap old book,* usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the library money to the payment of Teachers' wages, and that, too, when the Section is destitute of many useful items of apparatus; sometimes even of a globe and black board."

* In the *Globe* Newspaper "Trade Review" for 1862, the writer states that "for years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant pedlers."

(7) STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS AND APPARATUS, &c.

It now remains for us to state what are the steps which have been taken by the Ontario Department to supply the Schools with prize and library books, maps and apparatus. In 1850 and 1851, I went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, &c., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject, which he did, and made arrangements with about fifty publishers. From his Report to me on the result of his mission, I make the following extracts. He says: "Upon enquiry I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of $2\frac{1}{2}$, 5, $7\frac{1}{2}$, or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz. :—7 as $6\frac{1}{2}$, 13 as 12, 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of books as the old rate, viz. : on an average currency for sterling prices (*i. e.* 20 cents for the shilling sterling.)"

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the Schools, the Committee reported to the House upon the facts as follows :

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock *are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the books is equally satisfactory.*"

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School pensioner in Ontario up to the close of 1872, and the amount which he receives. The system, according to which aid is given to worn-out Public School teachers, is as follows :—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Public School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught School in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn out. The Legislative Grant is now sufficient to pay each pensioner the full amount permitted by law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 277 have been admitted to receive aid, of whom 136 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1872, the amount of their subscriptions having been returned to them.

3. The average age of the pensioners in 1872, was 67 years; the average length of time of service in Ontario was 23 years. No time is allowed applicants except that which

has been spent in teaching a Public School in Ontario ; though their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.

5. The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows :—

(1.) Teachers who became superannuated or worn out, on or *before* the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

(2.) Every teacher engaged in teaching *since* 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars.*]

(3.) No teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs according to the prescribed forms and instructions. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants, the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

EXTRACTS FROM THE SCHOOL LAW, 1871.

* * "On the decease of any teacher, his wife, or other legal representatives, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per cent. per annum."

* * "Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums thus paid in by him to the Fund."

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1872.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1872, was 5,042—increase, 38 ; the whole number of students and pupils attending them was 472,800—increase, 9,743 ; the total amount expended for

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the teacher was not employed, or for any year prior to 1854, even if the teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the teacher, as the years (from 1854), for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching, for which a pension will be earned.

all educational purposes was \$2,820,226—increase, \$522,531 ; total amount available for educational purposes, \$3,156,396—increase, \$526,825.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION
IN ONTARIO, FROM 1842 TO 1872, INCLUSIVE.

This most important table is highly suggestive, it is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction ; also in the number of our Educational Institutions, in attendance upon them ; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001 ; and in 1872, to 4,661 ; and the number of pupils attending them from 168,159 in 1851, to 454,662 in 1872. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$2,207,364 in 1872, (not including balances not paid at the date of the local reports,) including the amount paid for the purchase, erection, repairs of School-houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, and \$77,336 in 1851, but which in 1872 amounted to \$835,770, making the aggregate actually paid for Public School purposes in 1872, with the balances available and not paid out at the date of the local reports, \$2,530,270. These facts will be more clearly seen from the following table, in addition to which may be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus (of domestic manufacture), prize books and public libraries :

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
No. of Public Schools report'd	3059	3001	3909	4019	4303	4379	4422	4480	4524	4566	4598	4661
Amt. paid for Public School Teachers' salaries	\$ 353716	\$ 391308	\$ 895591	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476	\$ 1371594
Amt. paid for erection, repairs of School-houses, fuel and contingencies.....	\$ 56756	\$ 77336	\$ 264183	\$ 273305	\$ 314827	\$ 320353	\$ 379672	\$ 441891	\$ 449730	\$ 489380	\$ 611819	\$ 835770
Balance forward each year ..	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906
Total amt't available each year	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270

XVII. THE EDUCATIONAL MUSEUM.

This fourth branch of the Education Department is probably the most attractive as it is both suggestive and instructive. The other three branches are : (1). The Department proper for the administration of the laws relative to the Public and High Schools. (2). The Normal School for the training of skilled teachers. (3). The Depository for the supply of maps, apparatus and prize and School books.

Nothing is more important than that such an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and

pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

PRINCIPAL CONTENTS OF THE EDUCATIONAL MUSEUM.

The Museum consists of a collection of School apparatus for Public and High Schools, of models of agriculture and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French history, also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Education Grants, for the purpose of improving School architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c., &c.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

I.—ASSYRIAN AND EGYPTIAN SCULPTURE.

Of the exceedingly valuable collection of sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes I. A colossal, human headed, winged bull; II. A four winged figure with mace; III. Slabs representing (1) Sardanapalus I., with winged human figure and offerings, (2) the eagle headed deity (Nis-roch) with mystic offerings, beside the sacred tree, (3) an attendant (eunuch) with bow and arrows, &c., (4) Sardanapalus and army besieging a city, (5) a royal lion hunt, (6) Sardanapalus II. at an altar pouring a libation over dead lions, (7) Sardanapalus III., and his Queen feasting after the lion-hunt, (8) a very striking slab representing a wounded lioness, (9-11) horses, lions, male and female figures; IV. Black obelisk from the great mound set up by Shalmaneser (King of Assyria,) about 850 years B.C. I also procured

V. Two most interesting stones (recently added to the British Museum collection,) containing records, in cuneiform character, &c., of the sale of land, about 1120 B.C.; VI. Large statue of Memnon; VII. Lid of large sarcophagus; VIII. Side of an obelisk from Temple of Thoth (from Cairo); IX. Rosetta stone, with inscription in honour of Ptolemy.

2.—CASTS OF GEMS, MEDALS, &c.

(1) A beautiful set of (470) casts of the celebrated Poniatowski gems. (A similar collection is in the Ashmolean Museum, at Oxford.) (2) A set of 170 medals, illustrative of Roman History, the Emperors, &c.; (3) a collection of medals of the Popes; (4) A set of the great seals of England; (5) 38 medals of the Kings of England; (6) 80 of the Kings &c., France; (7) 24 of Roman Emperors, &c.; (8) 250 modern celebrated men; (9) besides numerous casts of medallions, Tazza, pieces of armour, &c., &c.; (10) a beautiful collection of casts of leaves, fruit, &c.; (11) about 60 busts, life size, of noted modern characters, &c.

3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS.

From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens ivory carvings, of various periods from the second to the sixteenth century, in fictile ivory; (2) 60 chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 photographs of National portraits, illustrative of English history, including the Tudor period; (4) 400 miscellaneous photographs of objects of art, scenes, &c.; (5) 170 engravings of modern sculpture.

4.—ELECTROTYPES OF ART TREASURES.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of art treasures in the South Kensington collection, we have a small selection owing to the expense of the copies for sale.

5.—FOOD ANALYSIS.

We were enabled to procure from the authorities of the South Kensington Museum, a full set of the printed labels of the numerous samples of Food Analysis exhibited in the Museum. We have specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumer.

6.—INDIA RUBBER MANUFACTURES.

Through the kindness of Messrs Macintosh & Co., the eminent India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—NAVAL MODELS.

Beautiful models of war and merchant ships, yachts, and boats, including a line-of battle ship, steam ram, and steam vessels.

8.—MISCELLANEOUS.

Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, &c.

Some striking photographs of objects and places in India, from the India Office in London, and models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of objects of art, and of industrial and practical value, as well as of articles of *vertu* of great histo-

rical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of objects of art which it sends to the local exhibition of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we have thus far been enabled by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize science and art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular exhibitions.

XVIII.—REPORT OF THE INSPECTOR OF HIGH SCHOOLS

In connection with recent discussions on the condition of our High Schools, I beg to direct special attention to the Report of the Inspector of High Schools, which will be found in Appendix A. The Report of the Inspector, (J. A. McLellan, Esq., M.A., LL.D.,) this year is alike, replete with practical remarks and suggestions; it points out most forcibly the defects of many High Schools, and shows clearly in the interests of higher English, as well as of sound classical education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School part of the Act which were adopted in 1871 by the Legislative Assembly.

XIX.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

In all of the most important reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development, and their efforts, and even struggles, in the newer parts of the country, to educate their children. I have, therefore, appended (Appendix B) the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

Character of these Reports.—In reading over these reports, one cannot fail to be struck with the comprehensive survey which the Inspectors take of the new ground which has been assigned to them as their educational field. Being many of them practical teachers of considerable experience, who have risen in their profession, they have at once been able, with tact and discretion, to point out defects and to suggest means of remedying them. These reports have, however, brought out into still stronger relief the following facts,—to which I adverted in my last report,—and which still impede the progress of the Schools in many parts of the country:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places does not arise from any complained of defects in the School law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province are far behind the greater part of the newer townships.

3. *Best Teachers the Cheapest.*—That the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

4. *Evils of the "Cheap" Teachers and Bad School-House Accommodation.*—That the most serious obstacles to the education of children in many parts of the country are bad

school-house accommodation, and the employment of incompetent and miscalled "cheap" teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class of teachers, and prescribing a minimum teacher's salary, which will secure the employment and continuance in the profession of competent teachers. That is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

XX.—GENERAL REMARKS ON THE CONDITION OF THE SCHOOLS, AND THE OPERATION OF THE SCHOOL LAW IMPROVEMENT ACT OF 1871.

1. PRELIMINARY OBSERVATIONS.

In commencing a new era of School progress, I have felt it to be indispensable, with the aid of the newly-appointed and efficient Inspectors, to give in their own words a summary account of the present condition of the Schools, especially in their internal, or, as we might regard it, in their social aspects. This has been felt to be the more important at this period of our educational history, in order to ascertain exactly where we are, and thus to fix a starting point of renewed progress and efficiency under the new School Act of 1871. In my last annual report the questions suggested by such an epoch in our educational history were discussed at considerable length, and especially in view of the then anticipated legislation for the further improvement of the machinery of our system; but as that legislation was postponed until the approaching session of the Legislature, I think it proper to repeat some of the facts and the substance of my observations and suggestions made under this view in my last report. In this view, the extracts taken from the Inspectors' general reports, and published in appendix B., will be found to be of especial interest. They will amply repay perusal. They establish two general and suggestive facts—one of warning, and one of encouragement:

1. The first fact is that the internal condition of the Schools generally has not materially improved for years; that the character of the School accommodation, the constant change of teachers, and the the paramount desire, in many places, to obtain their services, if at all, at a "cheap" rate, have told fearfully upon the *morale* of the Schools, and have discouraged all hope of real progress and advancement. Both Schools and pupils have, under such a system, been brought into a chronic state of change, and experiment—alike forbidding even a quiet respectability of standing, and utterly precluding anything like real progress and efficiency.

2. The second fact established by the Inspectors in their report—and it is a most encouraging one—is that the people generally, when approached in the right spirit, are most anxious to better, at least, the material condition of their Schools. They see that in most cases the School-house and School premises are far below even the passable state in which they should be found—that their condition, in some wealthy neighbourhoods, is wretched—even deplorable—that the health of child and teacher are alike endangered by the often unthinking parsimony of the ratepayers. To have these things pointed out and a remedy suggested have been all that, in very many cases, has been required. In the majority of other cases a gentle pressure has sufficed to bring about a better state of things.

2. SUBJECTS OF INSTRUCTION IN THE SCHOOLS.

There is, however, another and more serious obstacle to the improvement in our Schools, which I regret to find it more difficult to remove than it is to induce trustees to improve the condition of the School-house and premises. I refer to the objections to go beyond the merest rudiments of education, or to employ an additional teacher where one is manifestly inadequate to perform the duties required to make the School efficient, or to maintain proper discipline in it.

In my report for last year I sought to explain and illustrate the necessity of some improvement in this respect. I showed that the normal condition of all systems of education was to be content to reach a state of "passable respectability" and there remain. I said:—

"So long as our system of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Experience has shown, however, that without great care and constant effort, the tendency of all systems of education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectability. This is the stage in its history, as elsewhere, at which our system has arrived, and at which, as we have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other countries, know full well that our School System would fall behind that of other countries and become stationary, unless it embodies within itself from time to time the true elements of progress, and provides fully and on a sufficient scale for the educational wants of the youth of the country."

3. STATISTICAL GROWTH OF THE SCHOOLS IN ADVANCE OF THEIR PROSPERITY.

Now I appeal to trustees and teachers alike to aid the Inspectors and this Department in the effort made to effect the removal of this state of apathy and to awaken a desire to see that some substantial progress is made in the amount and quality of the education to be provided in our Public Schools. The statistical results of the growth of our School System are fast growing upon us. They are indeed marvellous. A few years ago the number of our Schools did not much exceed 2,000, nor did the number of the pupils in them reach 100,000, while the expenditure for all purposes did not, even in 1851, equal \$500,000. Now, while the number of the Schools has more than doubled, the increase in the number of pupils and in the gross expenditure of the Schools is over *four hundred per cent*! No one, not even the most ardent admirer and defender of our School System, will for a moment maintain that in efficiency the Schools have at all kept pace with, or even approached this natural and yet most gratifying increase in the number and expenditures of our Schools. It is to a thoughtful consideration of these facts, and to a united effort to improve the internal condition of our Schools, that I would invite the attention of the friends of our Educational System.

4 INTERESTING STATISTICAL FACTS.

The population of this Province, according to the recent census is 1,620,842. The number of children of school age is on an average a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and they are maintained at an annual cost of above \$2,000,000, or over one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that system is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the average standard now reached by other educating countries. For convenience I repeat the gratifying statistics of educational progress in this place.

REPORT FOR THE YEAR.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment.....	273603	278085	274471	287768	304382	308092	319154	351873	362375	372743	385284	492481	531391
Trustees' School Assessment.....	556682	587297	620268	631755	659380	711197	760366	790708	855538	890334	951099	1027184	1232101
Total Receipts.....	1324272	1381279	1396123	1432385	1484187	1545000	1607971	1670335	1739332	1827426	1944364	2124471	2530270
Increase in Total Receipts	14452	57006	14843	36762	51301	60813	62970	62364	118907	38093	116938	180106	405799

Putting these facts in another form (with some additional ones,) we can see at a glance the nature and extent of educational progress which we have made during the last twenty-two years:—

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
No. of Public Schools reported.	3059	3001	3969	4019	4303	4379	4422	4480	4524	4566	4598	4661
Amount paid for Public School Teachers' salaries ...	\$ 353716	\$ 391308	\$ 895591	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476	\$ 1371594
Amount paid for erection, repairs of School-houses	56756	77336	147029	149828	169206	153161	199830	240920	245379	269360	324987	560436
Amount paid for all other purposes			117154	123477	145621	167192	179842	200971	204351	220020	286832	275334
Balance forward each year.....	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906
Total amount available each year	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270

5. TWO OBJECTIONS CONSIDERED.

I desire first to refer to the objection made to the increase in the number of practical subjects required to be taught in our Public Schools, and then to the minor objection to employ two teachers in the larger Schools.

And first, I may remark, that had the new "Programme of Subjects for Study in the Public Schools" been partially omitted, or had it even given a subordinate place to the essential elementary subjects of reading, writing and arithmetic, then the first objection might have had force; and secondly, that no system of education has any pretensions to completeness, or even to what is of more consequence, a thorough practicalness of character, unless it had provided for teaching those additional subjects which the necessities of the country and the pursuits and occupations of the people require.

By reference to the Programme of Studies, it will be seen from the number and order of the subjects in it, and the time prescribed per week for teaching each of them, that the first years of Public School studies are almost entirely devoted to teaching the three primary or fundamental subjects of a good education—reading, writing and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the Schools and provided for in the Programme, are such, (and are prescribed to such an extent only) as is absolutely necessary for the advancement of the country,—in agriculture, the mechanical arts, and manufactures, apart from science and literature—and are even less than are required by law to be taught in some of the Western States of the Union.* And when the cheap and excellent text-books prescribed are examined in connection with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

6. EXAMPLES OF EDUCATED AND UNEDUCATED NATIONS APPLYING THEIR NATURAL RESOURCES.

On this subject Dr. Playfair gives the following striking national illustrations:—

"The great advantage of directing education towards the pursuits and occupations of the people is that, while it elevates the individual, it at the same time gives security for the future prosperity of the nation. There are instances of nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an

* Thus in the State of Illinois no teacher is entitled to receive a certificate of qualification unless he is able to teach the elements of the Natural Sciences, Physiology, and the Laws of Health.

educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory or fall in shame, just as there are conditions of intellectual activity or torpor amongst her inhabitants. * * * This nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble harbours, she might command an extensive commerce both with Europe and America. Few countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting nation. Iron and coal, copper, quicksilver and lead abound in profusion, but these do not create industries unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial nations. Not only her metallurgic industries, but her cotton, woollen and silk manufactures were unequalled; her shipbuilding also was the admiration of other nations. But all have decayed because science withers among an uneducated people, and without science nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire's statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, though she is actually created from the debris of Swiss and German mountains, brought down by the Rhine. Hence within her lands are no sources of mineral wealth; but she has compensated for its absence by an admirable education of her people. For my own country, I have no ambition higher than to get Schools approaching in excellence to those of Holland. And so this mud-produced country, fenced round by dykes to prevent the ocean from sweeping it away, is thriving, prosperous and happy, while her old mistress—Spain—is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people."

7. PUPILS ENTITLED TO THE ESSENTIAL MINIMUM OF A GOOD ENGLISH EDUCATION.

Our School Law wisely lays down the principle that every youth in the land is entitled, not only to a sound practical education in the three great essentials of English education—reading, writing and arithmetic,—but that he should receive instruction from competent persons in such other elementary subjects as the advanced intelligence of the present day prescribes as the essential minimum of Public School education. Having laid down this principle, it provides ample means for giving it effect. As our recent School legislation in this direction has been so often, and, I think, so unwisely and so unjustly criticised, I shall refer specially but briefly to it in the following observations:

In discussing the question as to the extent to which a course of instruction for primary Schools should go, two things, I think, will be regarded by all parties as essential: 1st *That the course of instruction proposed should not be beyond the reasonable capacity of the pupils for which it is intended.* 2nd. *That it should be adapted, not only to the wants and circumstances of the country, but also to individual groups or classes of pupils,*—those intended, say, for agricultural, mercantile or mechanical pursuits. With less than what is included in this two-fold standard, no one, I think, would likely be satisfied. At all events, no one would be satisfied with it but those who desire a special course for their own children, and who, therefore, strongly object to any comprehensive course not adapted to their own peculiar views. But these are exceptional cases for which no special legislation is desirable. With such persons it is impossible to discuss this question satisfactorily; nor shall I attempt it further than to state, that no system of instruction would be at all practicable if every parent had the unlimited right (which some objectors claim) to dictate the subjects in the prescribed course which his son should alone take. For, not only does such a right involve utter confusion in a school curriculum, but it also involves the right to dictate how much of the teacher's time should be devoted to the particular subjects to be taught to his son. The claim, therefore, of the parent to dictate in these matters has been regarded as inadmissible in every system of public instruction established in any country. I shall, therefore, confine my remarks to an inquiry into the completeness of the course of study which has been provided for our Public Schools; and I shall do so under the two-fold head which I have indicated above.

8. THE COURSE OF STUDY SHOULD NOT BE BEYOND THE CAPACITY OF THE PUPILS.

And first, I may remark that the course of study proposed should not be beyond the reasonable capacity of the pupils for whom it is intended.

In looking at the course of study for Public Schools, as prescribed, we find it is practically divided into two parts:—The first part is that through which a boy must pass before he is eligible for promotion into the High School; and the second part is that designed for pupils who do not intend to enter the High School, but finish their elementary education in the Public Schools. Of that part of the course, therefore, designed specially for Public Schools, I may remark that it is divided nominally into four classes, but practically into but three and a half.

The subjects required to be taught to pupils before their entrance into the High Schools are—

Object Lessons.

Reading—To page 244 of the Fourth Book

Spelling—To the same page of the Fourth Book, and the Companion Spelling Book.

Writing—To write neatly and legibly.

Arithmetic—Arabic and Roman Notation to four periods; Simple and Compound Rules; Least Common Multiple; Greatest Common Measure; Reduction of Fractions; and Mental Arithmetic.

Grammar—Principal grammatical forms and definitions: analysis and parsing of simple sentences.

Geography—Definitions, map notation, and a knowledge of the maps of the World, the Four Quarters, Ontario, and the Dominion.

Composition—So far as to be able to write short narratives, or descriptions of objects, and familiar letters.

Elements of Linear Drawing—Outline of maps, and common objects on paper.

History—Elementary parts of Canadian and English History.

This, we see, is the whole course required of pupils before their entrance into the High Schools. A more simple course of elementary study, elaborated as it is in the Limit Table, could not be devised, so as to possess any practical value at all; and no one will pretend to say that it is beyond the capacity of the pupils for whom it is designed. I shall, therefore, not discuss it further, but simply glance at the remainder of the subjects prescribed for pupils who complete their elementary education in the Public Schools. Even here we shall find that the course of instruction is practically narrowed down to a completion of the remainder of the subjects in the fourth class, and to the subjects in the fifth class—for the sixth class, with the exception of small additional work in a few subjects, involves practically nothing more than a simple review of the previous course.

9. THE ADDITIONAL SUBJECTS IN THE COURSE OF STUDY FOR PUBLIC SCHOOLS.

As to the additional subjects which have been introduced into the course of study in the Public Schools, I may state that they are the elements of mechanics (including drawing), commercial instruction, the elements of practical science, agriculture and natural history. It is only in regard to two or three of these additional subjects that any discussion has arisen.

This branch of our subject opens up a wide field of practical discussion, and, to my mind, involves the whole question of a complete and comprehensive system of public instruction. It also introduces the second essential point in our system of public instruction (which I have above indicated,) viz.: "That the course of study prescribed should be sufficiently comprehensive to be adapted, not only to the pursuits and occupations of the people, but also to individual groups or classes of pupils."

10. 1ST OBJECTION:—THAT THE NEW SUBJECTS ARE PREMATURE.

Several objections on various grounds have been urged against the introduction of the new subjects into our Public Schools, but they may all be classified under two general heads:—

1. That their introduction is *premature*, (and that even if not premature,)

2. They are *unnecessary*.

To my mind, the first objection involves a painful admission, and one humiliating to our boasted educational progress.

Thirty years have now elapsed since the first foundations of our educational system were traced out, and twenty-five years at least (now a quarter of a century), since our present structure was reared. No one will pretend to say that the founders of that system burthened it with a superfluous array of topics, or embarrassed the young learner with a multiplicity of subjects of study.

11. OUR PRESENT SYSTEM SKETCHED IN 1846.—WE CAN REMAIN NO LONGER IN A STATE OF EDUCATIONAL PROBATION AND TUTELAGE.

In laying the foundations of our present system of education, in 1846, after extensive inquiry in Europe and America, I endeavoured to sketch a comprehensive course of study for our Public Schools. Additional experience has but confirmed my views on this subject. But I did no more in those early days than to provide for the teaching of the merest elements of a plain English education. It was left to after days to fill up the outline, and to supply wants in our educational system as they arose. That time, as I trust I shall briefly demonstrate, has fully come. After twenty-five years of educational infancy, it is high time that we should take a step or two in advance, if we do not desire to remain laggards in the great race of national progress and enlightenment. That we are not prepared to do so, and that our period of probation, or tutelage, is not felt to be sufficiently protracted, I am not prepared to admit. I at once, therefore, join issue with those who say that the introduction of the new elementary subjects into our Public School course is premature. I feel that such a declaration involves a painful admission, that our twenty-five years' progress has been illusory, and that we are not yet honestly prepared, or ready, to add the new elementary subjects to our School course. Such an admission is, I think, contrary to fact, and is humiliating to our admitted position as one of the acknowledged educational leaders in the provinces of our young Dominion.

12. 2ND OBJECTION:—THAT EVEN IF THE NEW SUBJECTS ARE NOT PREMATURE, THEY ARE UNNECESSARY.

The second objection contains a fundamental error, which should be fully met and thoroughly exposed. Unless our people entirely get rid of the idea that the new subjects of study in the Public Schools are *unnecessary*, we shall never be able to build up our educational structure, with any degree of symmetry, as originally planned. And, what is more serious, if not fatal to our national growth, if we declare the new subjects to be unnecessary, we shall never, under our educational system, attain to that national position to which the lovers of our monarchical institutions, or the founders of our confederation have wisely aspired.

13. PRESSURE ON US TO ADVANCE.—WE CANNOT REMAIN STATIONARY.

Those who have occupied such a position as has enabled them to take an extensive outlook of the educational field here and elsewhere, have noticed with deep interest the restless activity which is observable everywhere. Discoveries in science by eminent men, and their practical application to the necessities of commercial, professional, and social life, have become so marked a feature of the present day, that they cease to be a wonder. Formerly such discoveries were regarded as the fond dream of the enthusiast; and every new application of science to the practical arts was resisted by hundreds of interested opponents, who sneered at the discovery, and scorned the pretensions of the learned theorists whose knowledge of the principles of their science or art was a wonderful mystery to them, as also to the unenlightened artisan.

14. PAINFUL RESULTS OF OUR PRESENT LIMITED COURSE OF INSTRUCTION.

What is indicated is of common occurrence even in our day; and, painful as is the admission, it is no less true, that thousands of lads and young men are leaving our Public

Schools in the rural districts every year, who are practically ignorant of even the elementary principles of science, which they find developed in the industrial appliances with which they are immediately brought into contact upon leaving school. Take one in twenty of these lads, and ask him to give you anything like a correct idea of the *principles* of the threshing machine, fanning mill, reaper, any of the mechanical powers, railway locomotive, or the thousand and one adaptations of science to industry which he daily sees, and he will frankly tell you he knows little or nothing about them, and that in very many cases he never heard of them at school! Are we prepared to defend and perpetuate a state of things which produces such results, and be content to allow the Canadian youth of our day, with their ingenuity and varied intellect, to leave our Public Schools (aptly named the people's colleges), so unfit even to understand, much less to control and direct, in the great industrial enterprises and mechanical inventions of the day? Every one who looks at the matter dispassionately will, I am sure, join with me in uttering an emphatic "No": they will rather the more heartily join in every effort to enable our lads to take their place in the world's arena, fully equipped for the battle of life.

15 THE DOMINION OR NATIONAL STAND-POINT OF VIEW.

Let us look at this matter from another stand-point, as I suggested in my last report:— "We are a young country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct, on the broad and deep foundations of British liberty, the corner-stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive system of Christian education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that system commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the farmer, the artisan, and the man of business. And yet no one who has attentively studied the educational progress which we have made during the last ten years, or (as a recent report printed by the Legislature remarks) no one who has carefully watched the development of the material resources and manufacturing industries of this Province, but must have been painfully struck with the fact that, while we have liberally provided for the other wants of our people, we have almost entirely neglected making any provision for training, and then turning to practical account, that superior scientific and industrial skill among ourselves, which in other countries contribute so largely and effectively to develop their physical and industrial resources. The remarkable and almost unconscious development among ourselves of the manufacturing interests of the country has reached a magnitude and importance that it would be suicidal to those interests (in these days of keen competition with our American neighbours) and injurious to their proper development, not to provide without delay for the production among ourselves of a class of skilled machinists, manufacturers, engineers, chemists, and others. No one can visit any of the industrial centres which have sprung up in different parts of the country, and in our larger towns, without being struck with their value and importance, and the number and variety of the skilled labourers employed. Inquiry into the source of supply of this industrial class reveals the fact, that, from the youngest employes up to the foreman of the works, they are almost entirely indebted to England, Ireland, Scotland, the United States, and other countries for that supply." Again:

"Rising up above this mere local view of the question, other broader and more comprehensive ones force themselves upon our attention. Are we not conscious of the extraordinary scientific and industrial progress of the present day? Do we not hope for and predict, under God's Providence, a great future for this country? Have we not in the assertion of our incipient nationality entered the lists of industrial competition with the United States, and even with England and other countries? And do we not therefore, require to make without delay some provision for training that class of young men who must in future take the leading part in that competition. The wonderful progress of the mechanical arts is within the memory of most of us. The marvellous revolution caused by

the practical application of steam and telegraphy (those golden links of science), to locomotion, commerce, industry and inter-communication, has so stimulated the inventive genius of man, that we now cease to be astonished at any new discovery ; and only await each successive development of science still more wonderful than the last, to calmly discuss its merits and advantages. In this active race of competition our Province (the leading one in the Dominion) cannot stand still. With all our inventions we have not yet been able to discover the royal road to learning ; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive science and skill. We must, therefore, provide liberally for the patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress."*

16. SHALLOW EDUCATION A GRIEVOUS NATIONAL WRONG—A WARNING.

The Hon. Mr. Wickersham, State Superintendent of Pennsylvania, thus illustrates the great loss which the country sustains by the mere "read, write and cipher" system which some advocate for Public Schools, especially in the absence of men of broad views and intelligent culture. He says :—

"Many of our people seem to think that if they have their children taught simply to read, write and cipher, it is enough. Others add to these branches a smattering of geography and grammar, and call their children well educated. This superficial education is breeding among our people shallowness, rawness, conceit, instability, and a want of self-respect, honour and dignity. It is lowering the tone of society, subjecting us to the rule of unprincipled demagogues, filling high positions with incompetent men, and weakening public virtue. Every social interest and every governmental concern in this country is suffering for want of more men of broad views, ripe culture, and high sense of right. I heartily endorse the sentiment uttered by President Porter, of Yale College, in his recent inaugural address, that—

" 'The lessons on history, both the earlier and more recent, are distinct and vivid ; that in a country like ours, wealthy, proud and self-confident, there can be neither permanence nor dignity if the best knowledge and the highest culture do not influence its population and institutions.' "

II. THE NEW SUBJECTS OF MECHANICS, DRAWING, PRACTICAL SCIENCE, NATURAL HISTORY, AGRICULTURE, VOCAL MUSIC, AND COMMERCIAL INSTRUCTION DISCUSSED SEPARATELY.

1. I may remark that, with a view to meet the necessities of the case (as indicated above), and as stated last year, "one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of agriculture, manufactures and mechanics."

2. In my first special report on "A system of Public Elementary Education for Upper Canada," printed by the Legislature in 1846, I stated the institutions necessary for these purposes ; and in the concluding remarks of two recent annual reports I have expressed strong convictions on the subject. "When we consider the network of railroads which are intersecting, as well as extending from one end to the other of our country, the various important manufactures which are springing up in our cities, towns and villages, and the mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own mechanical and civil engineers, and chief workers in mechanics and mines ; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools."

* *Report of Inquiry in regard to Schools of Technical Science.* By Doctors Hodgins & Macphattie, pp. 18, 19.

1. PRELIMINARY SUGGESTIONS IN REGARD TO THE AMOUNT OF AND THE WAY IN WHICH INSTRUCTION IN SCHOOLS SHOULD BE GIVEN.

The Superintendent of the State of Maine, in his last report, asks and answers the following questions in regard to a course of study for our Public Schools :

1. "What (he asks) shall be taught in our Common Schools?—*Answer.* Those things necessary to our children as men and women. When shall the several branches be taught?—*Answer.* As fast as their faculties of sensation, perception, and reasoning develop. How shall they be taught?—*Answer.* In the order of development of the child's faculties, and with all the allurements possible to the inventive powers of the adult mind."

2. Dr. Lyon Playfair also answers the latter question in the following forcible language: "The pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces, and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone. For one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a lifetime. Nor can such an education be begun too early. The whole yearnings of a child are for the natural phenomena around him, until they are smothered by the ignorance of the parent. He is a young Linnæus roaming over the fields in search of flowers. He is a young conchologist or mineralogist gathering shells or pebbles on the sea shore. He is an ornithologist, and goes bird-nesting; an ichthyologist, and catches fish. Glorious education in nature all this, if the teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything he has to do in it. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a ploughman in utter ignorance of everything relating to the food of plants, of every mechanical principle of farm implements, of the weather to which he is exposed, of the sun that shines upon him, and makes the plants to grow, of the rain which, while it drenches him, refreshes the crops around, is that ignorance conducive to his functions as an intelligent being? All nations which have in recent years revised their educational systems, have provided a class of Secondary Schools for the industrial classes, especially devoted to teach them the principles of science and art relating to their industries. Holland compels every town of 10,000 inhabitants to erect such schools."

3. The Superintendent of the State of Kansas makes the following highly suggestive remarks on the subject:

"A practical education is by far the best. Close observation in everyday life leads to this. Inquiry and observation are encouraged by visiting with the pupils the telegraph office, the printing office, the book-bindery, mills and factories of all kinds, the foundry and machine shops. Attention should be called to the points of interest, and the working of the machinery fully explained, together with the practical utility and importance of each particular avocation, their mutual dependence upon each other, and their general influence upon society. Such visits give the pupil a much better idea of the manner in which the various departments of business are conducted, and of the operation of the machinery, than all the apparatus that can be found."

2. TIME WASTED IN THE SCHOOLS.

The State Superintendent of Illinois thus illustrates how much valuable time is wasted in the Public Schools. He says: "From eight to ten years are devoted to spelling and reading in school. That is, the pupil is expected and required to prepare and recite one or more daily lessons in each of those things during nearly or quite the whole

period of his Common School pupilage. About one-tenth of the extreme allotted span of human life to learn to read, pronounce and spell a few hundred words of the English tongue, in which he was born ! Does it not seem absurd ? The treasure is indeed precious—every child must possess it, cost what it may. But is it necessary to pay such a price ? No ; not the half of it. It is confidently affirmed that, with proper instruction, every child of good health and fair natural abilities can and should, in four years or less, of six school months each, beginning in utter ignorance of the alphabet, acquire such a practical knowledge of reading and spelling in his native English, that he may thereafter lay aside and dispense with both of those studies, so far as formal lesson-getting and recitation therein is concerned, and devote his time to other things. This opinion is expressed with deliberate confidence, as the result of experience and observation, both of which abundantly confirm the conclusions previously derived from a careful study of the nature and elements of the problem itself. Indeed I could conscientiously put the case in still stronger terms."

3. COMPLAINTS AGAINST THE SYSTEM OF PUBLIC SCHOOL TEACHING.

It is considered an undeniable fact that the confidence of the people in the teaching of the Public Schools is disturbed. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the School System, And yet a fact worthy of notice is, that while there is the greatest variety of opinions among the representatives of different classes, there is, nevertheless, a substantial and surprising agreement in a few important particulars. Among the points which a comparison of statements shows to be held in common are the following :—(1.) That the course of study in the common ungraded Schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one. (2.) That many of these Schools are not doing their elementary work well ; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals and the common proprieties of letter-writing and English composition. (3.) That the teaching is too bookish, narrow and technical, being largely defective in method, dull in manner and therefore devoid of attractiveness, inspiration and zest. (4.) That there is too much isolation in Schools and school work ; too little sympathy between the world within and the world without the School-house ; too little apprehension of the fact that Schools are places of apprenticeship wherein to learn the use of a few necessary tools and implements, wherewith to fight the battles of life and duty in the world. (5.) Finally, that the attention paid to the morals and manners of the people is unsatisfactory.

4. REFORM IN THE MODE OF TEACHING IN THE PUBLIC SCHOOLS.

A recent writer, (Prof. Allen, of Pennsylvania,) in an essay on "Reform in Primary Teaching," points out in graphic language the defects in the mode of dealing with "children in the School-room." He summarizes a few practical suggestions on the subject as follows. His "new departure" consists :—

1. In dividing School life into two periods, known respectively as the *how* or fact period, and the *why* or philosophical. Instruction during the first period consists in giving processes, familiarizing tables, acquiring rapidity and accuracy in performing, and should be wholly, or nearly so, conversational.

2. As all studies in the School-room may be classed under the three heads of language, mathematics and natural science, and as the elements of all physical and natural science *should be taught to the youngest child* that enters the School, every child should have daily one lesson in language, one in mathematics, and one in science.

3. Instruction should first be given in how to properly use the senses, that they may convey to the mind accurate knowledge, properly certified to or tested. Very much attention should be given to securing greater accuracy of the perspective faculties.

This embraces three studies, all that any pupil at any time of life ought to pursue. In connection with this, drawing, writing and music come in, not as studies, but as changes, which is, in the true sense of the word, rest.

4. The *spoken* instead of the *written* word should *first* be taught. No attention or time should be given during this first period to teach the letters or figures. Words should be printed or written (better the latter) simply as forms or as pictures are made. These may be taken from wall cards, or from lessons put upon the board by the teacher. As spelling would not be used did we not write, and as we use it properly only in writing, spelling should not be taught until writing is learned, and oral spelling should never be used as a process for teaching spelling.

As words should be taught before letters, the time will not be long before the letters and figures will be known by the pupils, and you will have been saved a vast amount of vexatious, tedious, and patience-trying work, and the pupil will have been saved that rough, stony and thorny path over which the most of us have trodden in sorrow. They will have picked up these little waifs or integral parts of language the natural way.

If we desire to teach language efficiently and correctly, we must bear in mind that habits of speech are caught much more easily and readily than taught.

5. Physical science should be taught by bringing the subjects and things of which they treat as far as possible into the presence of the child. Let his eyes see and his hands feel the subjects and things presented. In doing this every School-room becomes a miniature museum. I should like to exhibit such a one as I have now in mind, collected entirely by the children of the School. In thus studying these subjects the child is brought in direct contact with the material which he daily meets and has to do with in after life. His vocabulary is increased, as well as his knowledge of the meaning and spelling of words. All his exercises should be written.

6. No Primary School ought to be open for a longer period each day than four hours, and the rooms should be so arranged and such fixtures furnished as will allow the pupil to be standing or sitting, as he may desire. Children thus situated, it is found, seldom sit. This is nature's plan.

7. None but experienced teachers and those of much learning and culture, ought ever to be placed in Primary Schools. Consequently the primary teacher ought to have a higher salary than in any other grade.

8. The Superintendent of the State of Maine, in an instructive paragraph of his last report, thus gives the result of his own experience on the best mode of "keeping children employed in school." He says:—

"During the last winter I endeavoured, by visiting the Schools, and by public lectures, to solve the question, 'How shall young children be kept busy in their studies so as to render them interested and profited by them?' While visiting the schools, I noticed that from one-half to two-thirds of the children were idle a large portion of the time. To remedy this state of things, and feeling that the time of these children is as valuable as it ever will be, I devised a course of exercises by which the children could be employed while the teacher might be engaged in other duties. I, therefore, introduced scrip-hand writing on the blackboard and on their slates. Contrary to the generally received opinion, young children will learn scrip-hand more easily than the printed forms of the letters. Little children delight in imitating the older ones, and whenever I presented the subject to the young children, they bounded to the work with the most intense pleasure. Many teachers have pursued the course with most interesting results. It places a new power in the hands of both teacher and pupil, and gives the children something to do. My cardinal motto in this, as in other work, has been, that children love to do things when they know how to do them.

"Other exercises in arithmetic, spelling, drawing and geography, were introduced, so that under skillful management a large proportion of the time could be employed not as a compulsory exercise, but one in which the children delighted to engage. I deem these as vital points in advancing the condition of our schools; and I notice that in proportion as teachers have taken hold of these matters, have their services been in demand and higher wages obtained."

5. WRITTEN EXAMINATIONS AS AN EDUCATIONAL HELP.

In the opinion of most educators, the system of written examinations is found to be a most valuable help in the process of education. The State Superintendent of Minnesota

thus writes, and his opinions are endorsed by the teachers of his State in the resolution below. He says :—

“There is no exercise in which pupils can engage that will be a source of more profit to them, or of greater satisfaction to teachers and parents than this work. Nothing would be of more lasting benefit to all classes in our High and graded Schools than to have daily drills in expressing their ideas on paper, taking for a subject some of their regular lessons. By this means lasting benefit will accrue to the pupil by enabling him to express his ideas clearly and readily. The teacher in correcting the work should do it, not only in respect to the pupil's knowledge of the subject, but also in relation to the knowledge exhibited in the use of capital letters, punctuation, penmanship, spelling, neatness of paper, and style of expression. This matter of written examinations was discussed in the last convention of county superintendents to urge upon teachers of all grades its great importance. No one will, I think, over estimate the importance of this work, who knows how much difficulty the pupils in our best Schools find in expressing their ideas on paper, even when writing on a subject with which they are best acquainted. Any one who can do well in a written examination can do well in an oral one. But often those who recite well orally show very many errors as soon as they answer questions on paper.”

“*Resolved*, That we heartily approve and recommend the practice of frequent written and oral examinations in our Public Schools, and that we deem it essential to the best interests of all our Schools that such examinations be had at least as often as once a month.”

6. OBJECT TEACHING AS AN INTRODUCTION TO PRACTICAL SCIENCE IN THE SCHOOLS.

As “Object Teaching” is a most valuable mode of introducing the study of practical science into the Schools, I think it well briefly to state the principles on which it is based, and to notice an interesting fact relating to our Depository in connection with its adoption in the neighbouring State of New York, taken from the Report of the State of Iowa. The Report says :—

“In the history of education no era is more distinguished than that which Pestalozzi introduced. This great philanthropist and educator originated the most signal reform in the training of young minds—the most radical, far-reaching, and philosophical that has ever been undertaken by man. Like all noted characters who stand for the ruling ideas of the age in which they live, he ‘built wiser than he knew.’ He started on the assumption that all methods of education to be normal, should be natural, and immediately put his own hand to the work of revolutionizing the systems of instruction he found around him. This idea he would make supreme. The child is pre-eminently a creature of sense : it lives in the objects around it, and therefore those objects, and not dry abstract names and propositions, should be the material of its study.

“Things and not words, that was the motto. Give the child what it can see, and hear, and feel ; and from the known properties of such objects it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his contemporaries with the question, how in the first instance is the area of human knowledge extended in any line of research whatever ? Since the days of Bacon men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent teacher, should make up their own discoveries in some way.

“The idea took entire possession of Pestalozzi, and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts towards realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction only gathered fire and intensity from each successive disappointment. He organised schools and wrote books ; indeed, he sacrificed all he had and his life in the great reform.

“It will suffice to say that the system he inaugurated spread itself rapidly throughout the European States, and extended itself into our own country. It practically gave Prussia its peerless system of Public Schools which has been the pole-star of educationists in all other parts of the civilized world. Whatever of superiority that system has, it was

directly to the infusion of Pestalozzianism in it and the new moral impulse which the whole work of popular instruction received through that movement. Commending itself to the great minds of all countries, it was transplanted, almost within the life time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England, and many of the colonies of Great Britain, and through the munificence of William McClure, and the labours of Jas. Keef, a disciple of Pestalozzi, it gained a foothold in 1809 on American soil, through a systematic, though somewhat inauspicious, effort in the City of Philadelphia."

Object Teaching introduced into the State of New York from Ontario.

The Report thus speaks of the introduction of "Object Teaching" into New York from the Educational Depository of Ontario:—

"The system was introduced and modified in adaptation to the Anglo Saxon mind and character in the best Schools of Canada, and the celebrated Normal and Model Schools of Toronto. These Schools were visited by Prof. E. A. Sheldon, of Oswego, New York, who incidentally found in the Depository there the books published by the 'Home and Colonial Society' on elementary instruction. These he brought home with him, together with pictures, and other apparatus used in illustrating the lessons, and such practical hints in organization and method as those promising Schools afforded. There soon sprung up in Oswego, under the enterprising and persistent labours of this indefatigable educator, an Institution, which, until the present time, has maintained the character of being the great centre of objective teaching in the United States. Thence, in all directions, in Schools of all sorts, Normal Schools, Schools of applied science, Institutes, Teachers' Associations, Academies, Colleges, indeed everywhere, the system has taken more or less root. In the Public Schools, especially the whole system of primary instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded School system have felt the same refashioning influence to an extent scarcely less perceptible."

7. NECESSITY FOR TEACHING PRACTICAL SCIENCE IN THE SCHOOLS—EXAMPLES.

I have already referred to the necessity, founded upon our own experience and deficiencies, for introducing the new subjects of study into our Public Schools. I have shown that the springing up and growth of various kinds of manufactures and industries among us have compelled the Department to suggest means—even at a later period in our educational history than it should have been done—by which we should be able to produce skilled artisans among ourselves. Judged by the experience and example of their educating states and countries, our Legislature—though a little behind time—has wisely provided and required that the elements of the natural sciences shall be taught in our Public Schools. I shall now give a few of those illustrative examples, in order to show that other countries, whose educational system can boast of no higher degree of efficiency than ours, whose industrial necessities are no greater, and the intelligence of whose people is not beyond that of ours, have even gone further in this direction than we have thought of doing.

(1.) EXAMPLE OF THE STATE OF ILLINOIS.

In the much younger State of Illinois—whose wilds were even first explored by white men from Canada—the Legislature has by enactment declared that

"No teacher shall be authorized to teach a Common School who is not qualified to teach the elements of the Natural Sciences, Physiology and the Laws of Health, in addition to the branches previously required."*

The Superintendent of Public Instruction in that State (Hon. N. Bateman), in speaking of the practical results of the enactment requiring that the elements of natural science

* The State Superintendent thus defines the meaning of the term *Elements*. He says: "The 'Elements' of a Science are its fundamental principles, its rudiments, its primary rules, laws and facts; the simplest and most essential things involved in a knowledge of it."

be made a part of the Common School course, says that:—"There are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to teachers; to the schools as such; to the pupils; to the public at large; and to the general cause of popular education and Free Schools.

Extraordinary effects upon Teachers.—"The law too (quoted above), making the study of natural science a condition of licensure, has produced a great awakening in the host of torpid and lethargic teachers. The Common School elements of society, so to speak, were profoundly stirred everywhere, and a Free School revival of extraordinary extent and power was inaugurated. From the time the new law was fairly promulgated in April last till the Schools opened in the autumn, the whole State became, as it were, one great camp of instruction. Special institutes were convened for the purpose, and the annual session of the State Teachers' Institute was chiefly devoted to the same work. Up to October 1st, 1872, the number of teachers examined in the elements of the natural sciences was 3,975, of whom 3,114 were successful; so that in three months from the day the new law went into effect, nearly one-sixth of the whole number of teachers in the State had been examined and duly licensed to teach the new branches. If those be added who were previously qualified to teach the rudiments of science, the whole number capable of teaching the new branches the first day of the present School year, would be about one-fifth of the entire teaching force of the State. The number is rapidly increasing, as old certificates expire, so that by the close of the School year, the elements of natural science will be taught in nearly all the Common Schools of the State, nearly every county in the State has already taken some part in the movement. It is the testimony of the Superintendent of Public Schools of St. Louis, Missouri, that the effect, in a single year, of preparing and giving one exercise of an hour per week in natural science had been to increase the general efficiency and power of the teachers in that city, at least 50 per cent. This is believed to be no exaggeration. Something of the same effect has already been noticed in many of the Illinois Schools.

Effect upon pupils.—"Nearly all the causes that have operated to depress and paralyse the energies and aspiration of teachers are equally effective in the same direction upon scholars. These new studies are in harmony with the instinct and tastes of children, and awaken their interest. In declaring that the elements of the natural sciences shall be taught in the Public Schools, the Legislature has recognized, and sought to utilize, the fact that the senses are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of education. The value of a habit of quick, sharp observation; the extent and certainty of its development by proper training in early youth; the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing all through life from its exercise, are among the forcible arguments in favour of the method of primary training which, it is hoped and believed, will be introduced into our Schools in connection with natural science.

Wider Influences.—"The country with all its interests and industries, is deeply concerned in whatsoever tends to increase the efficiency and power of the Public Schools. The statistics of Europe and America demonstrate the superior value of educated or skilled labour. It has been proved that in this country the educated labourer is worth one-fourth more than the uneducated labourer, and that in most of the States this increase amounts to many times the entire cost of the support of the Public Schools. Every wise measure of education, every incentive to mental activity, is, therefore, a direct contribution to the productive resources, and so to the wealth, property and aggrandizement of mankind.

Effects of Elimination and Revision.—"How shall Schools find time for the natural sciences? By a careful revision, reconstruction, and abbreviation of their courses of study; * * * * * thus bringing together and compressing into a brief, rational space, those things and those things only, which are indispensably necessary to be known and understood. Applied to the arithmetic before me, this process would reduce its pages from 400 to not more than 150, and, for District School purposes, enhance its practical value in the same proportion, inversely. Applied to most of the geographies in common use, it would brush away the rubbish of petty details which cumber and disfigure them, leaving those things only which District School children have time to learn, really need at this stage of their education, and may reasonably hope to remember. Applied to the leading text-books in English Grammar, it would so winnow them of chaff, surplusage, amplifi-

cation, and inconsequentialities, that their authors and makers would scarcely know them while teachers and pupils would rejoice."

(2.) EXAMPLE OF THE STATE OF MASSACHUSETTS.

The Secretary of the State Board of Education says truly :—

"How to educate our children and secure the best results, with the greatest economy of time and experience, is the great problem of the day, and demands the best thoughts of all our educators. There is an opinion very prevalent among them that while our Schools are doing a great and noble work, they are not accomplishing all that might reasonably be expected of them. If a portion of the time wasted, and worse than wasted, in the attempt to memorize the endless and senseless details of geography and of history, the technicalities of grammar, at an age when they can not be understood, and long examples in mental arithmetic, which, with their complicated solutions, must be given with closed book, and in precise, logical terms, could be given to some studies that would really interest the children, develop their perceptive powers, accustom them to the correct use of language, and be of real practical value to them in after life, more satisfactory results than are now attained would be exhibited to the close of the child's school-life."

(3.) EXAMPLE OF THE STATE OF WISCONSIN.

In the equally young State of Wisconsin the law also provides that : "The State Superintendent of Public Instruction shall, before each examination held under the provisions of this Act, appoint three competent persons, residents of this State, who shall constitute a State Board of Examiners, and who shall, under the rules and regulations to be prescribed by the said Superintendent, thoroughly examine all persons desiring State certificates in the branches of study in which applicants are now required to be examined by County Superintendents for a first grade certificate, and in such other branches as the State Superintendent may prescribe."

The branches of study in Natural Science, &c., to which the Act refers, and in which applicants are now required to be examined, are :

"The elementary principles of Natural Philosophy, Physiology, Botany, Zoology, Chemistry, Geology, Political Economy, and Mental Philosophy."

8. IMPORTANCE OF TEACHING ELEMENTARY SCIENCE IN THE PUBLIC SCHOOLS.

1. Dr. Lyon Playfair, in an address before the Social Science Congress in England, thus deplores the absence of provision for teaching elementary science in the Schools :—

"The educational principle of Continental nations is to link on primary Schools to secondary improvement Schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction ; elementary science, and even some of its applications, is uniformly encouraged and generally enforced. But as we have no Schools corresponding to the secondary improvement Schools for the working classes, we suppose we can do without, used as links. No armour plate of knowledge is given to our future artisan, but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever bearing on the life-work of a people reaches them by our system of State Education, the air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life : yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no school-master tells the poor miner the nature of the explosive gas which scorches him, or of the after-damp which chokes him. Boilers and steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency ; but the poor stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never taught them at School."

2. In regard to the study of Natural Science in the Schools, the English Royal Commissioners appointed to enquire into systems of Schools, say :—

“We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after-life.”

9. THE STUDY OF NATURAL HISTORY IN THE SCHOOLS.

1. On the interest which can be excited in children in the study of Natural History, I can add little to the suggestive remarks of the Superintendent of the State of Illinois. But in further illustration of the subject, I would add a few words by Professor Agassiz, formerly a distinguished teacher in Switzerland; latterly a more distinguished professor in the United States. In an address at an educational meeting in Boston, “On the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children, and leading them to a knowledge of the Creator,” Professor Agassiz observes :

“I wish to awaken a conviction that the knowledge of nature in our day lies at the very foundation of the prosperity of States ; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, men have learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study of nature. If it be true then, that a knowledge of nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a study should form part of all education. And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many that a teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing can be further from the truth ; and I believe that in entrusting the education of the young to incompetent teachers, the opportunity is frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. I have been a teacher since I was fifteen years of age, and I am a teacher still, and I hope I shall be a teacher all my life. I do love to teach ; and there is nothing so pleasant to me as to develop the faculties of my fellow-beings who, in their early age, are entrusted to my care ; and I am satisfied that there are branches of knowledge which are better taught without books than with them ; and there are some cases so obvious, that I wonder why it is that teachers always resort to books when they would teach some new branch in their Schools. When we would study Natural History, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals.”

2. Thomas Carlyle wrote : “For many years it has been one of my constant regrets, that no schoolmaster of mine had a knowledge of Natural History, so far, at least, as to have taught the little winged and wingless neighbours that are continually meeting me with a salutation that I cannot answer, as things are. Why didn't somebody teach me the constellations too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day ? But there will come a day when, in all Scot-

tish towns and villages, the schoolmasters will be strictly required to possess such capabilities."

10. SCHOOL EXCURSIONS AS A PRACTICAL MEANS OF INSTRUCTION.

The Superintendent of Public Instruction in the State of Kansas, thus points out a practical and suggestive way of interesting children in the study of Natural History. He says :—

"Excursions to the fields and woods, to the hill sides and deep valleys, afford an excellent opportunity for observing and studying nature in her various departments. The pupils should be encouraged to collect and preserve specimens of the different varieties of plants. Every variety of mineral, from the most common clay to the gem, specimens of rocks, and mineralized animal and vegetable remains. They will soon learn that an abundance of shells in a fossil or petrified state, are found in limestone ; of vegetables in sandstone, slate, clay, &c. ; and numerous bones, and even whole skeletons of quadrupeds, birds, amphibious animals, fishes, and also insects, occur in rocks of various descriptions."

"The formation of cabinets, herbaria and aquaria should be encouraged in every School. An aquarium in a school-room is a source of never ending interest. It opens a new department in nature hitherto but little studied. Nature always rewards her closest students with the most signal success. The most important discoveries have been made by men whose early lives were spent in a close observance of nature. In this extensive range of subjects the teacher will easily discover the peculiar taste and aptitude of his pupils. Let them be encouraged in that department in which the God of Nature has designed them to work. It is solemnly believed that ninety-nine hundredths of all the difficulties incident to the home circle and the school-room arise from the persistent efforts of parents and teachers to force children to disregard nature's teaching. It is not the province of the educator to make mind, nor to prevent or distort it, but to lead it out, to develop it by timely assistance. Independent individual thought, study and exertion develop that originality of mind which boldly leaves the old beaten paths of science and fearlessly strikes out into new and unexplored fields, to reap the rich rewards in store. Mental impressions in early life are hard to obliterate. How important, then, that the susceptible mind be thoroughly imbued with the love of order, right and justice ; with respect for equity, good government and rightful authority."

The present French Government has provided for making these School Excursions a practical benefit. M. Jules Simon, Minister of Public Instruction under Ex-President Thiers, in a circular addressed to the Head Masters of Lyceums (dated September, 1872), dwells on eighteen points of suggested reform in the French School System. We confine ourselves to the following :—

"School excursions are to be made from time to time by the scholars, accompanied by some of the teachers. The topography and history of the place to which the excursion is made are to be studied beforehand, and such excursions shall embrace ancient castles, important ruins, famous battle fields, museums and factories, or shall simply be of a botanical or mineralogical character."

11. DRAWING : ITS IMPORTANCE AND VALUE IN OUR SCHOOLS.

1. So important and necessary was drawing (which is now prescribed in our Schools) felt to be as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following law on the subject :

"The General Statutes are hereby amended so as to include drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

"Any City or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing, to persons over fifteen years of age, either in day or evening Schools, under the direction of the School Committee."

2. On the operation of this enactment, the Board of Education for the State of Massachusetts remarks :

"A special agent (W. Smith, Esq., Art Master of Leeds, England) was appointed by the Board in July, 1871, as director of Art Education, and is now engaged in the work of aiding in the carrying out the requirements of the law of 1870, relating to the teaching of drawing in the Public Schools. * * His labours thus far, have met with gratifying success. * * It is now admitted by all who have examined the subject, that every one who can learn to write can learn to draw, and that *drawing is simpler in its elements and can be more easily acquired than writing*. Special instructors are no more required for drawing than for writing and arithmetic. Teachers must learn and teach elementary drawing as they learn to teach other branches. *It has been found abroad that teachers can acquire a sufficient knowledge of drawing without any great sacrifice of time or patience.*"

3. The Hon. Henry Barnard, so well known as a leading educationist, in the United States, thus speaks of the ease in which children can be instructed in drawing :

"Drawing should be taught in every grade of our Public Schools. The first instinct or inclination of the child is to handle the pencil, and 'draw something.' The sparks of what may be 'that sacred fire,' should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language of art : and when this is understood, the child is the possible sculptor, painter or architect. Instruction in these elements of art corrects the taste and gives the hand skill ; it gives the trained, artistic eye which detects the incongruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, harmonious and symmetrical never escape.

"The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our Public Schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms."

4. The Board of Education in Lowell, Massachusetts (a well-known manufacturing town), thus summarizes the value and importance of drawing in the Schools :—

"The importance of drawing, as a branch of public instruction, has been recognized in the manufacturing countries of Europe for a long time ; which fact has given them great advantage in the manual arts. Sixty years ago, the great Napoleon caused drawing to be made a prominent study in the Schools of France ; the success of the artisans of that country in decorative and ornamental productions is one of the results, bringing immense wealth to its shores from other lands, our own paying no small part.

"In Germany the teaching of drawing has been universal for generations. A teacher who could not draw and teach drawing, would no sooner be employed in one of her Schools than one who had not learned to read and write. This training shows itself in the superior skill and accuracy of the German soldier, and it adds vastly to the value of the German mechanics, enabling them, in some parts of our country, to get from fifty cents to a dollar a day more than workmen of equal merit in other respects.

"At the World's Exhibition, in London, in 1851, with respect to manufactures requiring artistic skill, England stood lowest but one among the countries represented, and the United States stood lowest of all. The educators of England, aided by the manufacturers, immediately caused drawing and artistic Schools to be established in all the large towns of the kingdom for the training of her workmen and workwomen. The result was that at the Paris Exhibition, sixteen years later, England advanced from next to the foot to the first place on the list. Is mortification any adequate name for the feeling with which we learn that the United States continue complacently at the foot ?

"A change has commenced, the educators of the country having been aroused in all directions. Cincinnati employs six public drawing teachers, at an expense of \$5,700. New York, San Francisco, Philadelphia, Brooklyn and Chicago have made this branch a part of their school instruction in all grades, and now our old commonwealth has introduced it by law into all her five thousand Public Schools.

"We may expect results at least equal to those reached in England, and may have a reasonable hope that sixteen years hence we shall have disappeared from our accustomed place at the foot of the list. We speak of drawing only as applied to training the hand and eye for industrial purposes, for that is, we think, its valuable feature as a branch of public education.

"Drawing is the written language of the eye, even as words are the written language of the brain. It is especially the language of mechanic art. Constant difficulty is expe-

rienced for want of workmen who can even read this language—that is, who can work from a drawing or plan without constant explanations, which machinists say is the cause of no small loss in dollars and cents to both employers and employed, and consequently to the community at large. It is, therefore, from this point of view that public educators are at present called to regard the subject, leaving higher walks of art to be considered in future years.”

5. The English Commissioners in their report thus summarize the opinions of those gentlemen examined by them in regard to the subject of drawing. They say :

“Mr. Stanton remarks that ‘whether we regard it as a means of refinement or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again as of direct utility for many professions and trades, it is equally admirable.’ Dr. Hodgson stated it as his opinion that ‘drawing should be taught to every child as soon as he went to School, and added that it was already taught to all the boys (nearly 1,000) in the Liverpool Institute.’ From Mr. Samuelson’s letter to the Vice-President of the Committee of Council on Education, drawing appears to be always regarded as a most important subject of instruction in the technical Schools on the Continent ; and the bearing of this on the excellence ascribed to the foreign artisans and superintendents of labour cannot be mistaken.”

6. Hon. Joseph White, Secretary of the Board of Education of Massachusetts, commending the efforts made in the State to introduce drawing, very emphatically observes—
“Let these schools be opened in all our manufacturing towns, and we may expect to find—

“I. A great improvement in respect to the taste and skill exhibited in the various products of industry.

“II. A rapid multiplication of valuable labour-saving machines.

“III. And, better than all, an increase of the numbers and a manifest advance in the intellectual and moral condition and character of the artisans themselves. In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labour ceases to be a drudgery, and becomes a pleasure and delight ; it is no longer a badge of servility, but an instrument of power.”

“These recommendations (says Mr. Eaton, U.S. Commissioner of Education) are worthy of being repeated throughout the country for the benefit of every manufacturing town. Indeed the efforts for the training of mechanical skill are so rapidly spreading in all civilized lands that only by a corresponding attention to these elements of instruction can our manufacturers hope to compete with those in other quarters of the globe.”

7. Hon. B. G. Northrop, Secretary of the Board of Education in Connecticut, says :—
“In Central Europe, technical education is provided for ; almost every trade has its School, and they contribute largely to the thrift of Germany and Switzerland. The universality of instruction in drawing is a marked feature ; and I urge upon all superintendents and those in authority to have drawing introduced alongside of geography and arithmetic.”

8. In his valuable work “In the School-room” Professor John S. Hart thus illustrates, by a striking example, the importance of drawing in our Public Schools :—

“When it comes to skilled labour between the educated and ignorant it is apparent that an intelligent mechanic is worth twice as much as one ignorant or stupid.

“Many years ago a very instructive fact on this point came under my own personal observation. A gentleman of my acquaintance had frequent need of the aid of a carpenter. The work to be done was not regular carpentry, but various odd jobs, alterations and adaptations to suit special wants, and no little time and materials were wasted in the perpetual misconceptions and mistakes of the successive workmen employed. At length a workman was sent, who was a German, from the Kingdom of Prussia. After listening attentively to the orders given, and doing what he could to understand what his employer wanted, Michael would whip out his pencil, and in two or three minutes, with a few lines, would present a sketch of the article, so clear that any one could recognise it at a glance. It could be seen at once, also, whether the intention of his employer had been rightly conceived, and whether it was practicable. The consequence was that so long as Michael was employed there was no more waste of materials and time, to say nothing of the vexation of continued failures. Michael was not really more skilful as a carpenter than

the many others who had preceded him ; but his knowledge of drawing, gained in a Common School in his native country, made his services worth from fifty cents to a dollar a day more than those of any other workman in the shop, and he actually received two dollars a day when others in the same shop were receiving only a dollar and a quarter. He was always in demand, and he always received extra wages, and his work, even at that rate, was considered cheap.

"What was true of Michael in carpentry would be true of any other department of mechanical industry. In cabinet-making, in shoe-making, in tailoring, in masonry, in upholstery, in the various contrivances of tin and sheet-iron with which our houses are made comfortable, in gas-fitting and plumbing, in the thousand and one necessities of the farm, the garden and the kitchen, a workman who is ready and expert with his pencil, who has learned to put his own ideas or those of another rapidly on paper, is worth fifty per cent more than his fellows who have not this skill."

12. TECHNICAL EDUCATION : ITS PURPOSE AND OBJECT.

This subject is thus defined by the Board of Education in the State of Massachusetts :—

"Technical education is instruction in the peculiar knowledge or special skill required in any business or occupation—the training which will render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as mechanic, farmer, sailor, engineer, teacher, merchant, architect, minister, doctor or lawyer. As the education of the Common Schools fits the youth for the performance of his general duties as a citizen, so the Technical School prepares him for the special duties of his trade or profession. Divinity, Law and Medical Schools, for special or technical instruction in those professions, have long been in successful operation."

"A resolve was passed by the last General Court 'relating to technical instruction in Schools,' by which the Board of Education was directed to report 'a feasible plan for giving in the Common Schools of the cities and larger towns of this commonwealth additional instruction, especially adapted to young persons who are acquiring practical skill in mechanic or technical arts, or are preparing for such pursuits.'"

It is appropriate, in connection with this part of my Report, briefly to refer to what is being done in other countries to provide for further instruction in elementary and practical science, but at a stage beyond that of our High Schools. The object of this instruction, taken in its most comprehensive sense, is (as just explained) to render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as mechanic, farmer, sailor, engineer, teacher, merchant, architect, minister, doctor or lawyer.

Schools of Technology for Artisans, &c., are of quite recent origin in England, the United States, and, I am happy to say, in Ontario also. Early in 1871, the Government of Ontario sent two Commissioners (Drs. Hodgins and Machattie) to the United States to make inquiries "in regard to Schools of Practical Science." As the result of these inquiries, a "College of Technology" was established in Toronto in that year. It is, I believe, quite successful. In France, Switzerland, and in most of Germany, the education of artisans commences when they are boys at School. Experience has shown that this is the proper time to begin this kind of instruction, as boys are remarkably apt in picking up knowledge of this kind (which appeals to their senses) ; besides, it gives a pleasing variety to the otherwise, and to them, monotonous routine of School.

The Hon. Henry Barnard, a noted American educationist, thus strikingly refers to this instinct of a boy's nature. He says :—

"The first instinct or inclination of the child is to handle the pencil, to 'draw something.' The sparks of what may be called 'that sacred fire' should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language, of art ; and when this is understood, the child is the possible sculptor, painter, or architect. Instruction in these elements of art corrects the taste and gives the hand skill ; it gives the trained, artistic eye which detects the incongruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, the harmonious, the symmetrical, never escape.

The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our Public Schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms."

13. WHAT TECHNICAL EDUCATION HAS DONE IN ENGLAND IN 16 YEARS.

The Secretary of the Board of Education in Massachusetts says :—

"In this branch of education, as in many others, Germany, Switzerland, Austria, and Belgium, have taken the lead, leaving England and America far behind. In the great Exhibition in London, in 1851, English workmen excelled in nine-tenths of the one hundred departments, but in the Paris Exposition of 1867, they excelled in only one-tenth. During those sixteen years, artists, mechanics, engineers, and chemists, trained in Technical Schools, had entered the workshops of Europe, and by means of their knowledge had transferred to the continent the supremacy England had so long enjoyed. England, alarmed at the report of her jurors at the Exposition, at once established Technical Schools in many of her largest cities, and has determined that hereafter her citizens shall be at least as well educated as those of continental Europe."

14. CONNECTION BETWEEN EDUCATION AND INVENTION.

As to the effect of this kind of instruction on the inventive ingenuity of a people, the Hon. B. G. Northrop, Secretary to the Board of Education in Connecticut, gives the following illustrations from his own State :—

"It is plainly due to the former excellence of our Schools, and the universality of education among the people, that Connecticut has always taken the lead in the number, variety, and value of its inventions. Our manufactories are relatively more numerous and more diversified in their processes and products than those of any other State. The ingenuity and inventive talent of our people have ever been remarkable, as is shown by the statistics of the Patent Office.

"The whole number of patents granted to citizens of the United States for the year 1871 was 12,511, of which

"	To	citizens of Connecticut	were	667,	being	one	to	each	806
"	"	District of Columbia		136	"	"			979
"	"	Massachusetts		1,386	"	"			1,051
"	"	Rhode Island		184	"	"			1,181
"	"	New York		2,954	"	"			1,450
"	"	New Jersey		496	"	"			1,827."

15. PATENTS FOR SCHOOL FURNITURE.

The U.S. Commissioner of Education, says:—"The United States Patent Office contains a record, year by year, of an interesting measure of educational progress. I am indebted to Gen. M. D. Leggett, Commissioner of Patents, for the list issued under this division during the past year. The total number reached 143; of which number there were from California, 2; Connecticut, 1; Georgia, 3; Illinois, 5; Indiana, 7; Kentucky 3; Louisiana, 1; Maine, 1; Maryland, 1; Massachusetts, 18; Michigan, 3; Minnesota, 4; Missouri 3; New Hampshire, 1; New Jersey, 6; New York, 49; Ohio, 14; Pennsylvania, 11; Texas, 1; District of Columbia, 6; Canada, 2. Of these patents there were, respecting desks and seats, 21; pens, pencils and cases, 24; paper fasteners, files and holders, 12; ink and inkstands, 12; ventilation and construction of buildings, 9; hand stamps, &c., 6; slates, &c. 6; book-cases, stands, and holders, 6; black-boards, &c., 5; chart-holders, 4; copying-presses, 4; erasers, &c., 4; and 21 are for improvements in miscellaneous articles.

16. EDUCATIONAL CONDITIONS OF SUCCESSFUL LABOUR.

From an elaborate essay of Dr. Jarvis, of Massachusetts, I make the following extract :—
"In the performance of all labour of the body, there are two things to be considered :

1. The nature and character of the material on which the operation is to be done ; 2. The force by which this is to be effected. It is necessary to adapt the force to the condition of the matter in which changes are to be made, and to apply it in such a way and manner as to produce the desired results without injury to the operator or the subject of the work.

"The carpenter works on wood ; the smith on metals ; the brickmaker on clay ; and the farmer on the earth. Each must comprehend the nature and condition of the substance to which he applies his hands or his tools, and the best way of making this application, in order to accomplish his purposes. This necessity is attached to all the labour of the world. Mechanics of every grade, the coarsest as well as the most refined, the wood-sawyer, the coal-heaver, the shoveller of gravel, all come under this law, all need to study, observe and reflect, and in proportion as their minds co-operate with the hands in ratio of the activity and correctness of their perceptive powers, and the carefulness of their conclusions, will succeed in their attempts at work. The difference in the degree of this co-operation of brain with muscle, or the habits of observation and reasoning with the physical movement constitutes the difference between the successful and the unsuccessful, in every sphere of employment.

"Intelligent workmen, with their eyes ever open, clearly comprehending the nature and character of the materials on which they are to operate, and the changes that they are to make, next consider the manner in which they can best apply their powers for this purpose. Having thus laid their plans, they use their power discreetly and effectively. They strike their blows where, and in the direction that will give them the best effect. They waste no time nor strength in striking where no change can or need to be made. When a succession of blows is needed to produce a definite result, they are so given that their effect is accumulative. Each adds to the effect of the preceding. The skilful wood-cutter strikes the second blow with his axe in the plane and place of the first ; the third and fourth follow in the same plane, until the parts are severed.

"The observant workmen run against no needless obstructions ; or, if they meet them, at once they discover whether they can be overcome ; and if not, they expend no force in the struggle to remove the immovable. They arrange and perform the successive processes of their work with appropriateness. Each exertion seems to grow necessarily out of its predecessor and to add to its effect. As soon as one process is completed, the next suggests itself, with a manifest fitness. No time is lost in doubt as to what shall be done next, or in the transition from one step to another. No mistakes are made in the order or propriety of these movements. Such men do not depend merely upon their bodily force in effecting their purposes. They take advantage of all the natural aids which are offered in the position and relation of the substance on which they wish to operate. They take hold of things in the way they can be most conveniently moved. They do their work easily and with comparative grace. They are what are commonly called handy men. They have an aptitude for whatever they undertake to do. Without superior strength, they use what they have with such tact that they accomplish large results.

"A skilful builder of rude stone walls in a rural district was rather a slight man as to stature and weight, yet he was noted for his power to place on a wall, unaided, a larger stone than any other man in his town. His neighbours said he knew how to take advantage of it, and could handle heavy stones easily. Unconsciously, he was a practical natural philosopher in his work. He availed himself of the facilities of means and position that nature afforded him, the lever, inclined plane, &c. Such men in their several ways, expend and apply their forces economically and successfully, without exhaustion or even great fatigue. The unthinking, unskilful worker may be larger and heavier : he may be able to lift greater weights and strike harder blows, yet his exertions are uncertainly directed and may be misapplied, and consequently partially or entirely lost. While this paper was in preparation, two untaught labourers were seen endeavouring to lift out of its bed in a quarry, a large stone loosened with powder. They placed their iron bars in such a manner that nearly the whole of their force was expended in pressing the loose stone against the fixed ledge on the opposite side, and no part of it would tend to lift the stone from its place. A better observer then removed the bars to another side of the fragment of rock, where their movement would be in the only line in which the stone could be taken from

its position. These are awkward and comparatively unprofitable labourers. They may be very strong and expend more force, and become more fatigued, and yet, with all their great endeavours, they accomplish less than their more intelligent associates.

"These differences in the application of personal force may be seen everywhere in the world, in all departments of labour, among mechanics of every occupation, cultivators of the earth, hewers of wood, all who use their hands, tools, or machines to effect changes in the position, relation, or condition of material substance. Even the labourer whose occupation would seem to require no thought nor skill, the scavenger who scrapes the mud in the streets, the shoveller who fills a cart with gravel or manure, the man who digs the garden with his spade, the boy who turns a grindstone to sharpen an axe. Among all there is a manifest and practical difference as to the manner of applying their forces to their work, and as to the effect of their exertions, between the thoughtful and the thoughtless, between those whose quickened mind lends its aid to their muscular efforts, and the duller workmen whose hands alone are given to their possessor, and take their chance of moving in the best and easiest, or in the harder and less appropriate way."

17. SUMMARY OF THE EFFECT OF EDUCATION ON LABOUR.

"The value that is created and added to matter by labour is in ratio of the skill of the worker, or the appropriateness of his exertions, and the rapidity with which they are made. The degree of these is in proportion to the mental co-operation with the movements of the hands. When the mind is torpid the hand works alone, and for want of a watchful guide it moves in an uncertain manner, and with doubtful effect; but, in as far as it is quickened by education, the perceptive faculties are sharpened, the reflective faculties strengthened, and the movements of the hand are directed to their purpose. They strike in proper direction, and with appropriate momentum. All the force is expended to advantage. None of the blows are lost. Each one produces changes that add to the value of the material operated upon. Education, then, is the economy of force, and gives it a greater power to create value. It enables the intelligent and skilful to add more to the worth of matter than the ignorant.

"The cost of educating a labourer—of setting him to think, and fitting him to expend his forces to advantage—is very small. The few years of youth when the body is comparatively weak, the expense of teachers, books, &c., are but small sacrifices compared with the gain. The return in increased productive power is great and permanent. It is the difference between the skilful and quickly moving and the unskilful and slow workman, between the large and certain and the comparatively small and uncertain producer."

18. WHAT CONSTITUTES NATIONAL WEALTH.

"The wealth and income of the nation is but the aggregate of the wealth and income of all its members. If a man adds to his private capital or to his power of production, the capital and income of the state are increased to that extent. If he loses or extinguishes any part of his fortune or fails to earn, the same loss falls on the commonwealth. Individual wealth collectively is public wealth; personal impoverishment is public poverty. The total financial, physical, and mental power of a community is no more nor less than the sum of its elements. The body-politic has then an interest in everything that tends to increase the productive power of the people. As education has this effect by sharpening the perceptive and strengthening the reasoning faculties, as it sets people to observing and thinking, and thereby enlists the quickened and energized mind as a co-operator and aid to muscular action, and enlarges men's capacity of creating value, so it is both the interest and the duty of the Government to see that none be allowed to enter the responsible period of life without this means of doing the best for himself and for the state.

"The late Earl of Carlisle, a man of unusual acuteness of observation, and of generous, comprehensive sympathies, travelled several years ago through most of the States of this country. He took great pains to enquire into the domestic and social condition of the people, their education, their habits, and manner of working and of living. After all his experience and study here, he said to a friend: 'If every man and woman in your country

were educated as are the natives of Massachusetts, there is no telling the power and the wealth of your nation.' ”

19. PROVISION FOR TEACHING VOCAL MUSIC IN OUR SCHOOLS.

1. Vocal music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the report of the Secretary of the Board of Education in Connecticut, for last year. It will be seen how successfully he combats the statement so often put forth that instruction in vocal music is of no practical use to large numbers of children, because of their inability to sing. He says :

“ Music is taught in our best Schools and should be in all. In many instances it has taken its proper place as one of the regular studies. It is the testimony of multitudes of teachers, that music helps instead of hindering progress in other studies. It stimulates the mental faculties and exhilarates and recreates pupils when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking ; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful teachers. Trouble in the School-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In Primary Schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and the right use of the vocal organs, speaking reading, singing are most invigorating exercises ; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty-thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at school. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn music. How is it then that every child in Germany is taught singing as regularly as reading ? But facts may be found nearer home. In late examinations of all the Schools in New Haven, ‘ only two hundred and forty-eight children out of over six-thousand were ‘ found unable to sing the scale, and one hundred and forty of these belonged to the primary grades ; ’ that is out of this multitude, only one hundred and eight above the primary grades, could not sing. Superintendent Parish says : ‘ A systematic course of training the voices of the little ones in the primary rooms, has been commenced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letter and words of their reading lessons.’ In the Hancock School of Boston, of about one thousand girls less than a dozen were unfitted from all causes for attaining to a fair degree of success in singing. Gen. Eaton, the U. S. Commissioner of Education, and Governor English, when visiting the Schools in New Haven, expressed their surprise and gratification at hearing children in the primary Schools, sing at sight exercises marked on the blackboard by the teacher. ‘ The exercises are placed on the blackboard in the presence

of the scholars, and they are required to sing them once through without the aid of teacher or instrument, and are marked accordingly.”

2. The report of the School Committee of Boston, of the present year, after explaining the system of instruction adopted, and noticing some of the happy effects of musical exercises in the Public Schools, remarks :—

“The Primary School is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result, as a part of our Common School instruction, ought to begin. The child of five or six years can easily be taught the first rudiments of music, and a few plain principles in the management of the voice, if early adopted, and carried up through the lower and intermediate classes ; especially if to this were added some instruction in the art of correct vocalization, and the proper management of the registers, greater strength, a more resonant tone, purer intonation, exacter enunciation, precision, ease, fluency of delivery—everything that is improving to the voice would finally result.”

3. In an address, delivered before the National Teachers’ Association, at Cleveland, Ohio, an eminent teacher and authority says :—

“Music should enter into Common School education, because—

“1st. It is an aid to other studies.

“2nd. It assists the teacher in maintaining the discipline of the School.

“3rd. It cultivates the æsthetic nature of the child.

“4th. It is valuable as a means of mental discipline.

“5th. It lays a favourable foundation for the more advanced culture of later life.

“6th. It is a positive economy.

“7th. It is of the highest value as a sanitary measure.

“8th. It prepares for participation in the church service.”

And again :—

“Through the medium of the music lesson the moral nature of the child may be powerfully cultivated.

“Music meets the demands of that nature ; it infuses itself into his life ; it entwines itself about his heart, and becomes a law of his being. Hence, his songs may more directly and powerfully than other agency give tone and direction to his moral character ; they may be made the means of cultivating his nationality and patriotism ; they may promote a love of order, virtue, truth, temperance, and a hatred of their opposites ; they may subserve his religious advancement, implanting lessons at once salutary and eternal.”

20. FACILITIES FOR GIVING A PRACTICAL COMMERCIAL EDUCATION IN THE SCHOOLS.

As I intimated last year, one of the felt wants in our system of Public and High Schools, has been facilities for giving boys instruction in matters relating to commercial and business transactions. That want has been supplied, and both in the High and Public School Law, provision has been made for giving pupils instruction in subjects relating to Commercial education. For years this subject has received attention in the Model School of Ontario, and boys have been thoroughly prepared in book-keeping and other kindred branches, so as to fit them at once for practical work in the counting-house and other departments of mercantile life. The result has been that boys trained there have been much sought after by merchants and others. In the Schools generally, beyond a little theoretical book-keeping, no special attention has been hitherto paid to commercial subjects, but in the new programme of study prescribed for the Schools, pupils are required :

“1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

“2. To know the definition of the various account books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry.

“3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

"4. To be able to journalize any ordinary transaction, and to be familiar with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.

"5. To be familiar with the forms of ordinary commercial paper, such as Promissory Notes, Drafts, Receipts for the payment of money, &c.

"6. In the English Course for the High Schools, pupils are required to be acquainted with commercial forms and usages, and with practical Telegraphy."

III.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. Since the passage of the School Act of 1871, very much attention has been given to the subject of School-house accommodation, and the expenditure in this direction during 1871, 1872 and 1873, is largely in advance of any previous years. The extracts which I have given in Appendix B, from the reports of the County Inspectors, are full of interest on this subject. They show—

- (1.) The actual condition of the School-houses in the rural parts of the country.
- (2.) The laudable desire on the part of most of the trustees and ratepayers to remedy the lamentable state of things which has been pointed out to them.
- (3.) The apathy, timidity, or penuriousness which influence the remainder to do nothing.

2. The operations of the provision of the new law on this subject, as reported to the Inspectors, show, therefore, that one of the most valuable features of the School legislation of last year was that which provided for increased School-house accommodation. Thinking that it would not be necessary to provide for the trustees and ratepayers to do what was an obvious duty in this respect, no provision was made in the comprehensive School Law of 1850 for this essential part of our School economy, nor was it even embodied in the School Law Amendment Act of 1860, which was designed to remedy certain proved defects in the law. Indeed, not until after twenty years' experience had demonstrated the actual want of some general regulation relating to School-house accommodation being made, did the necessity for a clearly-defined regulation on the subject force itself on public attention.

3. Although some opposition was made, at first, to this most desirable reform, yet on the whole, it has been hailed as a real boon by the vast majority of the Trustees. Never was there such singular unanimity on any one subject among the intelligent friends of our improved School system as on this. It has (when proper explanations have been given to the parties concerned) been regarded as a most enlightened step in advance. The provision of the law has been framed, as we think all will admit, in the interests of humanity, cleanliness, order and decency. It is true that in many cases a thoughtless apathy or inattention alone had prevented anything from being done to improve the condition of the School premises; but, in other cases, timidity on the part of the trustees, or the fear of taxation on the part of the ratepayers, had paralyzed local efforts; and from year to year nothing was done to put the School-house in even a reasonable state of repair. Hence the necessity for the interposition of some higher authority, in the shape of Statute Law, to rouse public attention to the subject, and virtually to decide the question in favour of the health of the teacher and pupils and the advancement of the School. These were, really, the parties who had suffered so long from local apathy or selfishness, while they were powerless to effect any change for the better.

4. Were it not vouched for, in Appendix B, by the written testimony of the Public School Inspectors, who have examined and reported to the Department upon the state of the School-houses and premises under their jurisdiction, it could scarcely be believed that trustees and parents would, in so many cases, have allowed their children to congregate, day after day, and year after year, in the miserable hovels which, up to two years ago, had existed as so-called School-houses in many parts of the Province. And yet so it was. Neither the ill-health of the teacher, nor the listless faces of the children, added to the warning of medical men, or the counsel of local superintendents, could, in many localities, rouse trustees or ratepayers from their apathy. "Their fathers, or other relations, or friends, had gone to the School, and it was good enough for them." This, or some equally valueless excuse, was too often their reply, and hence nothing was done, or would be

attempted. Not even, in many cases, would the spirited example of their neighbours in other localities influence them ; and often, in inverse ratio to the wealth of the neighbourhood, would the spirit of selfish economy prevail, and even be defended on the plea of poverty !

5. It is true that many people had no definite idea as to what was actually required to be done, in order to provide what was really necessary to put their School-house and premises in a proper and efficient state. Such people would say, "Tell us what we should do, and we will cheerfully do it." "We know that our children and the teachers are sufferers, and that they are not in such a School-house as we should like them to be in. But we do not know the proper size to build the School-house, the space for air we should leave, or the best way to ventilate the building or premises. If the law or regulations would lay down some definite general rules on the subject, we should be glad to follow them, but we do not like to spend money on a new School-house, and then find that we were all wrong in our calculations on the subject." Such excuses as these were often urged, and they were reasonable in some cases. Trustees, too, would say, when pressed to do something to better the condition of the School-house : "We would gladly do so, but the ratepayers object to the expense, and we do not like to fall out with our neighbours. If you say that we *must* do it, we will undertake it, for then the responsibility will be on you, and we shall do no more than our duty in complying with the law." Some trustees have felt so strongly the necessity of improving the condition of their School premises, and yet have lacked the moral, and even the legal, courage to do their duty, independently of this pressure, that they have privately intimated their desire to the Inspector that he would enforce the law in this matter in their School Section.

6. It affords me real pleasure to say that, in carrying out the law and regulations on this subject, the Inspectors generally have displayed great judgment and tact. They have even taken unusual pains to enlist the sympathies and best feelings of trustees and ratepayers in favour of this much-needed reform. They have answered objections, smoothed difficulties, removed prejudices, met misrepresentations by full information and explanation, and have done everything in their power to introduce, as I have suggested to them, a gradual change for the better in the condition of the School-house, the out-buildings, fences and premises generally.

1. PRIZES FOR PLANS OF SCHOOL-SITES AND SCHOOL-HOUSES.

With a view to encourage as well as develop a taste and talent for improved School-house accommodation, and to enlist the energies and skill of the local School authorities in this good work, I decided to issue a circular offering prizes for the best plans of Sites and School-houses. This I was enabled to do out of a small sum placed in the Estimates for that purpose. In this way I have sought to give a further illustration of a principle which I have always held, and which has always characterized the administration of our School system from the beginning. This principle is, that the Department should seek rather to aid the people to help as well as educate themselves through themselves, than to take the matter out of their hands, or compel them to do what was obviously their duty to do. During the coming year (1874), I hope to be able to have constructed from these plans and other sources a series of plans for adoption by the School Trustees.

2. WHAT WAS DONE ELSEWHERE IN 1872.

Before referring to the provisions of the Law and Regulations in force in Ontario in regard to School-house accommodation, I think it will be interesting and instructive to take a glance at what is done elsewhere in the direction of building and repairing School-houses. I take the example of some of the American States as their system of education and modes of proceeding are similar to our own. The result discloses the painful fact that although the expenditure in 1872 for School-sites and the building and repairs of School-houses in Ontario was nearly \$560,436, or about \$235,449 more than in 1871, yet the average expenditure per School was very much below that of the various American States which have reported the facts on the subject which I have given in the table below. Thus :

In Ontario for 4,700 Schools the expenditure was \$560,436			
" Massachusetts, for every 4,700	"	"	1,903,500
" New Jersey,	"	"	1,870,600
" Connecticut,	"	"	1,569,800
" Pennsylvania,	"	"	846,000
" Michigan,	"	"	799,000
" New York,	"	"	658,000
" Ohio,	"	"	615,700
" Iowa,	"	"	658,000
" Illinois,	"	"	625,100

Thus we see that the ordinary expenditure of the least generous of these States for School-sites, buildings and repairs—and some of those States much younger than our Province—is much greater than that of the extraordinary expenditure of last year in Ontario ; while Connecticut spent nearly *three* times and New Jersey and Massachusetts nearly *four* times as much per School during 1872 as did Ontario.

3. ACTUAL EXPENDITURE FOR SITES, BUILDINGS AND REPAIRS OF SCHOOL-HOUSES.

1. Among the most eminent educators, it has been generally held that the public expenditure for education was a good national investment, and one which always paid a high rate of interest to the State. Investment in real estate for School-sites and buildings is among the most valuable which can be made. It is always available and tangible and capable of being readily converted into money. Our own expenditure for sites, buildings and repairs of School-houses last year was \$560,436, or upwards of \$230,000 more than the sum expended for a like purpose in 1871. The expenditure of some of the leading States in the adjoining Republic for the same objects was as follows :—

State.	Date of Report.	Expenditure.	No. of School Sections.
Pennsylvania.....	1872	\$2,864,113	15,999
Massachusetts	1870	2,058,853	5,076
New York.....	1871	1,594,060	11,350
Ohio.....	1871	1,517,021	11,571
Illinois.....	1872	1,521,343	11,396
Iowa.....	1871	1,096,916	7,823
Michigan	1870	852,122	5,008
New Jersey.....	1871	597,400	1,501
Connecticut.....	1871	550,318	1,644
Province of Ontario	1872	560,436	4,777

2. In the State of New York the expenditure for School-sites and houses has been nearly ten millions of dollars, during the last *five* years, or nearly two millions of dollars per year !

3. *In the State of Connecticut*, the Secretary of the State Board of Education says : "The greater attendance consequent on the organization of Free Schools, and the growing interest of the people in education, have prompted the building or enlargement of many School-houses. During the last four years, \$1,688,563.46 have been expended in building and repairing School-houses, while the amount for the fifteen previous years was, \$1,074,352.82. Among the superior houses erected last year may be named one at South Manchester (built solely at the expense of the Cheney Brothers), the High School at Danielsonville, and the Charter Oak School, in Hartford. Nowhere in the world can there be found a School-house for the children of operatives surpassing the Charter Oak. The new Morgan school edifice at Clinton was dedicated in December last. The building and ground cost \$60,000. There is an endowment fund of \$50,000. The whole is the gift of Charles Morgan, of New York, who also provided a liberal supply of maps, charts, apparatus, and reference books. No town of its size in Connecticut can show a School so well provided in this respect."

4. *In the State of Indiana*, the Hon. Mr. Hopkins, State Superintendent, says :—"Two provisions have been made by the Legislature for the erection of School-houses. The first

authorizes the School trustees of the townships, incorporated towns, and cities to levy a special tax in their respective corporations, not exceeding 25 cents on each \$100 of taxable property, and 50 cents on each poll, in any year. The second authorizes the trustees of incorporated towns, and the city councils of incorporated cities, to issue bonds to the extent of \$30,000. Under the operations of these two provisions of the law, School-houses have sprung up in all parts of the State. The stone, brick and frame houses are gradually increasing both in number and value. Within eight years the rate of increase of the number of brick houses has been 99 per cent. ; of frame, 31 per cent. ; of stone, 35 per cent. ; while log houses have decreased 51 per cent. The whole number of School-houses has increased 23 per cent. in eight years, and the value of School property has increased 140 per cent. in the same time. The average cost of the school-houses built in 1871, was \$1,429 ; but in some of the larger cities buildings were erected at a cost of from \$30,000 to \$60,000 each.

5. *In the State of Pennsylvania*, the Hon. M. Wickersham, State Superintendent, says :—"The vast and steady increase in the money appropriated to building School-houses in the past five years, has been truly wonderful."

4. VALUATION OF SCHOOL-HOUSE PROPERTY.

The following statistics of the value of School-houses,* &c., will be interesting :—

Name.	Date of Report.	Valuation of School Property.	No. of School Sections.
New York.....	1871	\$23,468,266	11,728
Illinois	1872	19,876,708	11,396
Pennsylvania	1871	15,837,183	15,700
Massachusetts....	1871	15,671,424	5,076
Ohio.....	1870	13,818,554	13,951
Indiana.....	1872	9,199,480	9,100
Iowa	1871	6,764,551	7,823
New Jersey.....	1871	4,246,998	1,390
Missouri.....	1870	3,441,411	7,048
Wisconsin.....	1870	3,295,268	5,031
Maine	1871	2,488,500	4,003
Minnesota.....	1871	1,582,507	2,625

5. CONDITION OF THE SCHOOL-HOUSES IN SOME AMERICAN STATES.

Only in a few of the States do the authorities report the condition of the School-houses. The following facts are, however, instructive :—

In Maine.....	1,772	School-houses are reported in "bad condition."
Pennsylvania...	1,517	" " "unfit for school purposes."
Vermont.....	779	" " ditto.
New Hampshire	385	" " ditto.

6. PROVISION OF THE ONTARIO LAW ON SCHOOL-HOUSE ACCOMMODATION.

1. The new School Act very properly declared that Trustees "shall provide adequate accommodation for all the children of School age [*i.e.*, between the ages of five and twenty one years, resident] in their School division" (*i.e.*, School section, city, town, or village). [It also provides that "no School section shall be formed which shall contain less than fifty resident children, between the ages of 5 and 16 years, unless the area of such section shall contain more than four square miles."] These "accommodations," to be adequate, should include (as prescribed by the special regulations)—

* In the Report of the State Superintendent of Connecticut for the year 1871, it is stated : "During the last four years, \$1,688,563 have been expended for building and repairing School-houses, while the amount for the fifteen previous years was \$1,074,352."

- (1.) A site of an acre in extent, but not less than half an acre.*
- (2.) A School-house (with separate rooms, where the number of pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room, for at least one hundred cubic feet of air for each child.† It shall also be sufficiently warmed and ventilated, and the premises properly drained.
- (3.) A sufficient fence or paling round the School premises.
- (4.) A play-ground, or other satisfactory provision for physical exercise, within the fences, and off the road.
- (5.) A well, or other means of procuring water for the School.
- (6.) Proper and separate offices for both sexes, at some little distance from the School-house, and suitably enclosed.

(7.) Suitable School furniture and apparatus, viz.: desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the School.

2. In his official visitations to the Schools, the Inspector is required to inquire into the tenure of the property; the materials, dimensions, and plan of the building; its condition; when erected; with what funds built; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book presses, &c.; how the desks and seats are arranged and constructed; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus (if any); whether there be a well, and proper conveniences for private purposes; and if the premises are fenced or open on the street or road; if shade trees and any shrubs or flowers are planted.

3. In his enquiries into these matters, the Inspector is especially directed to see whether the Law and Regulations have been complied with in regard to the following matters (should he discover remissness in any of them, he is directed to call the attention of the trustees to it, before withholding the School Fund from the section, with a view to its remedy before his next half-yearly visit):—

(1.) *Size of Section.*—As to the size of the School Section, as prescribed by the fifteenth section of the School Law of 1871.

(2.) *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children of school age [i.e., between the ages of five and twenty-one years, resident] in their school division,” [i.e., school section, city, town, or village] as required by the section of the School Act of 1871.

(3.) *Space for air.*—Whether the required space of nine square feet for each pupil, and the average space of one hundred cubic feet of air for each child have been allowed in the construction of the School-house and its class-rooms.‡

(4.) *Well: Proper Conveniences.*—Whether a well or other means of procuring water is provided; also, whether there are proper conveniences for private purposes of both sexes on the premises.

4. The trustees having made such provision relative to the School-house and its appendages, as are required by the fourth clause of the twenty-seventh section, and the seventh clause of the seventy-ninth section of the Consolidated School Act, and as provided in regulation 9 of the “Duties of Trustees,” it is made by the Regulations the duty of the Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the School-house; he shall also prescribe such rules for the use of the

* *Size of School Grounds.*—The School grounds, whenever practicable, should in the rural sections, embrace an acre in extent, and not less than half an acre, so as to allow the School-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for School grounds will be found to be an area of ten rods front by sixteen rods deep, with the School-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the School-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small School, an area of eight rods front by ten rods deep may be sufficient, the School-house being set back four rods from the front.

† Thus, for instance, a room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, viz: 25 x 20 x 10, which is equivalent to a room 25 feet long by 20 wide and 10 feet high.

NOTE.—*Temperature.*—In winter the temperature during the first school hour in the forenoon or afternoon should not exceed 70°, or 60° during the rest of the day.

‡ In regard to this important subject of School Ventilation and Hygiene, see section 10.

yard and outbuildings connected with the School-house, as will insure their being kept in a neat and proper condition ; and he shall be held responsible for any want of cleanliness about the premises. He is also required to see that the yards, sheds, privies, and other out-buildings are kept in order, and that the School-house and premises are locked at all proper times ; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

7. CHARACTERISTICS OF A GOOD SCHOOL-HOUSE.

1. In a recent edition of the School Laws of Michigan, it is truly stated that "the essential characteristics of a good School-house are, 1st, a sufficient amount of space to accommodate the School and its classes ; 2nd, a convenient distribution of room in halls and School rooms to allow free movement of the classes and of the entire School, without crowding or confusion ; 3rd, an arrangement of lights, such as will throw an equal and sufficient illumination throughout the room ; and 4th, adequate provisions for warming and ventilating the rooms. To these may be added as desirable features, ample and pleasant School grounds, good walks and out-houses.

2. "A great mistake has been made in some School-houses, by seating them in such a way as to have all the pupils in the room face the windows. Such an arrangement cannot be otherwise than injurious to the eyes of the pupils, as the strong light is constantly shining into them. Pupils should always be seated with their backs to the windows. There should be no windows in front of them." *The seats should face northwards.*

8. HEALTH OF SCHOOL CHILDREN AND SANITARY CONDITION OF SCHOOL HOUSES.

From the Report for 1872 of the United States Commissioner of Education, we take the following interesting remarks on this subject :

1. "The effects of healthy training on the growing mind and body of the youth, and the influence of school life in preventing, correcting, or producing disease, are subjects so vital to the public welfare, that every teacher should be awake to the importance of understanding them.

"The United States census of 1870 reported the following number of children who died in that year, at the ages mentioned :—

Between 1 and 4 years old,	203,213
" 5 " 9 " "	26,329
" 10 " 14 " "	15,979
" 15 " 19 " "	20,262
" 20 " 24 " "	25,981

"So that the total mortality of the population below 25 years of age was 291,764, and the mortality of those who are fit subjects for elementary, secondary and superior instruction, between 5 and 24 years of age, was 88,551. But the mortality is only an indication of the amount of disease prevalent ; and the diseases incurred during school life, or aggravated by it, prepare many victims for lingering illness in later life, and contribute largely to the mortality of the adult population. Beside this, many troublesome complaints, not of perceptibly fatal character, are often contracted in School. It has been discovered, for instance, that cases of myopy, or short-sight, increase in frequency and in degree as the course of instruction carries children from elementary up to secondary Schools and youth from academies to colleges and professional studies.

2. "*Fatal effects and their causes.*—Headache, bleeding at the nose, diseases of the eye and the spine, dyspepsia, affection of the bronchial tubes and lungs, exanthematous fevers, diphtheria, and many other complaints, have been undoubtedly induced or aggravated by the collection of numerous children in School under unfavourable conditions as to ventilation, light, heat, cleanliness, exercise, and habits of study. School furniture is responsible for much curvature of the spine. Bad print, bad light, and bad position of the head while studying, continually cause distortion of the eye, and resultant trouble."

9. NECESSITY OF PUBLIC SANITARY MEASURES IN THE SCHOOLS.

School management, proper in kind and degree, good buildings, scientifically constructed furniture, and clearly printed text-books, will obviate much of this trouble. The enlightened interest and co-operation of the medical profession are also much needed, and their advice should be sought and followed by all interested in the health of Schools. But we must finally go behind all Schools, and, prior to the entrance of children upon instruction, see that the infant offspring of the poor in all crowded centres of population is put in proper conditions of health, and is supplied with pure air, wholesome food, sufficient clothing and lodging. The awful mortality of children *before* school age points to the still more dreadful amount of disease. Beside the 203,000 children which the census reports as dead between one and four years of age, countless thousands of little sufferers pined in dark rooms, wasted their young life in exhausting diseases, and lived on innutritious food.

10. EXPERIMENTAL INQUIRIES IN REGARD TO SCHOOL HYGIENE.

The following correspondence with the Education Department will show what is done elsewhere on this most important but most neglected subject of School Hygiene.

Dr. Carpenter, of Montreal, in enclosing a circular to Dr. Hodgins, Deputy Superintendent, from the Massachusetts State Board of Health, says: "My excellent friend, Dr. Winsor wishes to collect the experiences of Canadians as well as of his own countrymen on School Hygiene; and I promised to direct a few circulars to leading gentlemen. Principal Dawson, of McGill College, gave me your name to represent Ontario. Will you kindly answer as many of these questions as you can; and give any other information at your command; and add to it the opinions of any physician or educationist you think valuable."

His note, with the accompanying circular, has been referred to Dr. Sangster, a physician as well as an experienced educationist. He returned the following reply:—

"I append hereto brief replies to the questions in the circular I received from you this morning. The whole subject covered by the inquiries is one of such importance, and one upon which I feel so deeply, that I regret that my engagements in conducting Teachers' Institutes prevent my entering upon the subject as fully as I would like to do, had I more time at my disposal.

Question 1. Is one sex more liable than the other to suffer in health from attendance on School?

I am of opinion that up to the age of puberty the sexes are about equally liable to suffer in health from attendance at School.

"Question. 2. Does the advent of puberty increase their liability?"

"The advent of puberty does, I believe, materially increase this liability on the part of girls; but its effects are, comparatively speaking, but little observable on the part of boys. It cannot be doubted by any intelligent physician, at least, that very many of the distressing ills that afflict American women, more especially in cities and towns, may be traced to the pernicious habit of compelling girls at or about the age of puberty to ascend and descend long flights of stairs in passing to and from recitation. This evil which is observable in all Public Schools, held in buildings three or four stories in height, is particularly noticeable in city and town High Schools where the mode of organization assigns certain subjects to each teacher, instead of placing each grade in charge of an instructor. Canadian School-houses being seldom or never more than two stories high, we consequently, in great measure, avoid the injurious effects referred to.

"Question 3.—Is the injury most apt to fall on the osseous, respiratory, digestive or nervous system?"

"In very early childhood when the nervous centres are highly vascular, and the bones are more or less plastic, these parts of the organism are peculiarly subject to injuries arising from over excitement and abnormal positions incident to attendance at School. At puberty the vital energies are mainly directed to the development of the individual. One consequence of the rapid growth incident to this period is, that the pupils' muscular system, unless it be hardened by constant exercise, becomes relaxed, and should conservative measures not be employed, roundness of shoulders, curvature of

spine, are apt to supervene. Another consequence of the unusual activity of system at this epoch, is seen in the greater liability which then manifests itself on the part of the nerve centres to respond to morbid impressions, to receive, as it were, an unnatural twist or bias, and to form, what, for want of a better term, I may call nervous habitudes of an unhealthy character. Many years' experience has satisfied me that the initiation or confirmation of the epileptic habit peculiar to puberty, as well as Hysteria, Chorea, Chlorosis, and other disorders, proceed in no small measure from the unhappy School mismanagement of youth at or about the age of puberty. This no doubt arises from the fact that increased excitability of the nervous system is invariably associated with increased activity of the general organism, so that the nerve centres which could easily have resisted the strain of study and worry under ordinary circumstances, give way when this is added to the exhaustive demands made on behalf of physical development. It will be observed that I am of opinion that the osseous and nervous systems are more directly liable to injury in early School days, and at or about the time of puberty. The respiratory and digestive systems of course suffer indirectly in consequence of the evils referred to; and in proportion as the physical circumstances of the School are faulty, these functions suffer directly, but not more it is thought, after puberty, than before."

"Question 4.—Does the eyesight often suffer?"

"The eyesight does unquestionably often suffer. It is weakened by cross-lights in badly constructed rooms: by the effort to read the small type used in printing our School books; by the dead whiteness of the paper used in text books, and still more by the glazed whiteness of that used for copy and note books; by the amount of light thrown by glare and reflection into the eye when the pupil is permitted to study or write either by day or night, with the light directly fronting him. Then also shortness of sight may not unfrequently be traced to the carelessness of teachers in permitting their pupils to read or study with the book so near the eye as to shorten or reduce the limit of distinct vision, and thus develop the habit of shortsightedness.

"Question 5.—What opinion does your experience lead you to entertain in regard to study out of School, in addition to ordinary School attendance?"

"In graded Schools where the time of actual attendance is chiefly spent in teaching, *i. e.* not merely hearing recitations and supervising study, no evil is likely to arise with children over ten years of age, by requiring one or two hours home study. In Schools where a part of the day is devoted to School study, *i. e.* the preparation of lessons under strict superintendence, it may be questioned whether it is necessary or judicious to require any home study. With children under ten years of age, the custom of assigning lessons for home work is more honoured in the breach than in the observance.

"Question 6.—Is a single long session different in its hygienic influence from two short sessions?"

"Two short sessions of say $2\frac{1}{2}$ or 3 hours each, separated by a recess of one or two hours for dinner, amusement and exercise, are, in my opinion, greatly preferable in a hygienic point of view, to a single long session of 5 or 6 hours. Even the short sessions referred to should be broken by an intermission of 10 or 15 minutes. While long School sessions are, as a rule, to be deprecated, it would be well that the teachers should possess discretionary power within certain restrictions, to run the morning session into the afternoon on wet and stormy days. This would afford the means of preventing the physical discomfort and injury arising from exposure to the weather, in going home to dinner and returning, and the evils consequent to sitting in wet or damp clothing during the afternoon session.

"Question 7.—Do your observation and experience enable you to separate the hygienic influence from that of emulation, anxiety about work (say of work from "worry"), also from the influence of confinement, bad air, &c.?"

"Study is not necessarily associated with worry, emulation, confinement, bad air, &c., and cannot *per se* be regarded as being in any essential degree inimical to health. Plenty of hard mental work is not incompatible with the highest perfection of functional integrity and regularity of the physical being. In childhood as well as in adult life, provided plenty of bodily exercise and good sound refreshing sleep are secured, even severe mental labour cannot be regarded as prejudicial. Sleep and exercise are the safety valves of the hard-worked brain. A boy who sleeps soundly for eight or nine hours each night,

and who takes three or four hours' vigorous exercise at ball, cricket, skating or other outdoor amusement or labour every day, is not likely to suffer from any mental strain, from any ordinary or even extraordinary amount of study. Perhaps one great reason why girls are more liable to suffer than boys from attendance at School, arises from the lack of plenty of vigorous physical exercise. Of course when unhealthy emulation and rivalry, and over-anxiety and worry are suffered to exert their disturbing and depressing influences, to curtail the time devoted to exercise, and render the sleep unrefreshing, the effect of continued mental application is certain to be injurious. The evils arising from confinement and bad air, and other defective physical conditions of Schools are quite distinct from those arising from over-study and over-excitement. Such conditions would exert a baneful influence upon those concerned even though all attempts at study or teaching were abandoned. Still it is possible that in a School-room where ventilation is neglected, mental or nervous injury may result from the constant effort to whip up or stimulate the flagging energies of a brain partially paralyzed or narcotized by the non-depurated blood circulating through it.

"Question 8.—Is the occupation of School-going worse hygienically than other occupations in which children would engage if not at School."

"In a properly ventilated School, pleasantly located, not overcrowded, and under judicious management as to mechanical arrangement, modes of discipline and government, course and methods of instruction, &c., it is believed that School-going is not only not worse hygienically than other occupations in which children engage, but that it ought to be less inimical to health and physical well-being than most. Very much, however, in this connection depends upon the teacher. If he is a master-workman, of sound judgment and discretion, acquainted with the principles of his craft, and especially with the laws of mental and physical hygiene, in a properly located, well-constructed, justly organized School, the danger of evils arising from School attendance and study is so slight that it may be disregarded.

"Question 9.—Have you any opinion based on observation of the so called 'half time system'?"

"I have had but little experience in the so called 'half-time system,' and I am not therefore in a position to offer any decided opinion. I am, however, firmly convinced that seven in place of five should be the minimum School age, and that up to nine years of age, pupils ought not to spend more than three, or at most four hours per day in School.

"Question 10.—How can our Schools be modified to improve their hygienic influence?"

"The time at my command is so short that I can hardly venture to touch the answer to this question. I have incidentally answered it in part in what I have already written. In addition to what has already been said I may state my opinion:

"(a) That the tasks assigned to pupils both for home preparation and School work are commonly too long and too indefinite; the child is not taught how to set about their preparation, and his crude and misdirected efforts result in physical and mental exhaustion, without being productive of success, except perhaps in the very unsatisfactory direction of committing words to memory. We want in our Schools less setting of tasks and hearing of recitations and more teaching; less pouring in and more drawing out; less surfeit of memory and more development of faculty.

"(b) The discipline of our Schools, the system of rewards and punishments, the arrangement of School work and alternation of School studies; length of recitations, &c., are in many respects organically faulty in the extreme. We can perhaps only hope to secure real improvement here by judicious Normal School training and Institute Lectures.

"(c) The physical conditions of our Schools are still lamentably defective in many respects. Systems of ventilation, which read well on paper, are found to be in practice worthless. Both here and in the modes of heating Schools there is room for indefinite improvement. The admission of light, the toning of paper for use in School books, the arrangements for cleanliness both of School and out-houses; the moral government and oversight of children in the play-ground and offices; the construction and arrangement of School furniture. No prescribed positions while sitting or standing; the locality of the School and nature of its surroundings, the whole subject of School amusements, &c., are among the more obvious circumstances in regard to our Schools, which demand much more attention than they have heretofore received.

"JOHN H. SANGSTER, M.D."

The *Michigan State Superintendent* remarks: "*Ventilation* becomes easy as soon as it is known that it is embraced in these two essential operations, viz: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is crowded out, and it will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues, as I have seen in some of our School-houses, for the egress of bad air, while there is no provision for drawing in a supply of fresh air. If the flues worked at all, it would be simply to empty the room of all air—an impossibility."*

Switzerland.—Dr. Breiting, of Basle, has examined the air of the School-rooms of that city. From the result of this examination we select one, taken in a room measuring 251·61 cubic metres (2,921·88 cubic feet, equal to a room twenty-four feet long, fifteen feet wide, and eight feet high), having 10·54 square metres (115·77 square feet) of windows and doors, and containing, on the day of examination, fifty-four children.

"Time.	Amount of carbonic acid gas.
"7.45 a.m., commencement of school.....	2·21 per cent.
"8 a.m., end of first recitation	4·80
"9 a.m., after the recess.....	4·07 "
"10 a.m., before a brief recess.....	6·87 "
"10.10 a.m., after the brief recess.....	6·23 "
"11 a.m., end of School hour	8·11 "
"11.10 a.m., the room being empty	7·30 "
"1.45 p.m., commencement of School	5·03 "
"2 p.m., beginning of recess	7·66 "
"3 p.m., end of recess	5·03 "
"4 p.m., end of singing lesson	9·36 "
"4.10 p.m., the room being empty.....	5·72 "

In *Hamburg*.—Following the example of Switzerland, experiments have been made to ascertain the amount of carbonic acid gas contained in School-rooms. The maximum was found to be about 5 per cent., which is altogether too much. As the pure air of the atmosphere only contains '0004 per cent., and as 1 per cent. is really injurious to health, endeavours are being made to remedy this evil by a better system of ventilation.

Saxony.—At the sixth annual meeting of the Saxon Medical Society, held at Dresden in November, 1871, a resolution was moved to petition the Government to place all the Schools under medical supervision; but as Dr. Hübel declared, in the name of the Ministry, that, by the new School Law, all School-houses would be placed under medical supervision, and that the District Physicians were to become members of the regular conferences of District School Inspectors, the motion was taken back. It was resolved to petition the Ministry to introduce instruction in hygiene, at least in all the higher Schools; and this petition will in all probability be granted. All teachers have to keep a regular account of the vaccination of their scholars. According to the accounts sent to the Ministry, 46,884 children, out of 51,980 who entered School during the year had been vaccinated. Of those that had not been vaccinated 36·6 per cent. were attacked by the small-pox, while of those that had been vaccinated only 1·2 per cent. had the disease.

Wurtemberg.—The Ministry has published a decree, giving special sanitary regulations for Schools. Each School must have a play-ground and gymnastic apparatus, and separate rooms for the two sexes; the length of the School-rooms must not exceed 12 metres, and the height must be at least 3·4 metres. Great care is recommended as to the

* NOTE.—The pure atmosphere contains '0004 carbonic acid gas, and more than 1 per cent. of carbonic acid gas is generally considered detrimental to health.

† In the report of the N. Y. Teacher's Association, held at Albany, in July, 1872, the following passage occurs:—

"The death of at least two of these faithful teachers leaves a lesson that ought to be heeded by every parent and teacher. The death of both is traced directly to improper heating and ventilation in rooms in which they were called to teach. We believe this to be the most fruitful source of disease or death among our teachers, and we might add, among the children and youth of our land."

paint used for walls and furniture, that it does not contain any poisonous matter. Earthenware stoves are recommended in preference to iron stoves. In every School there is to be a separate room for the teacher, and in larger Schools a room for scientific collections. Every School-room must have a wash-bowl and towel, and a cloak-room. Rooms, staircases and entries must be swept daily, and scoured at least four times a year ; there must be good light and ventilation ; and the temperature of the School-room is never to be less than about 62 degrees. If in summer the thermometer shows 77 degrees in the shade during the forenoon, there is to be no School in the afternoon. The scholars should be afforded an opportunity of changing their position by letting them sit and stand alternately. The means of punishing is to be a thin switch, which must have the prescribed length of half a metre.

Great Britain.—The School-premises must be healthy, well lighted, drained and ventilated, properly furnished, supplied with suitable offices, and contain in the principal School-room at least eighty cubic feet of internal space, and in the School-room and class-rooms, at least eight square feet of area for each child in average attendance.

Basil.—A special committee was appointed during the year to examine the sanitary condition of the Schools. The result of its investigation was published, and treats of the School-benches, size of the School-rooms, lighting, ventilating and heating. The committee condemned the use of iron stoves and recommended heating by warm water.

11. PROCEEDINGS IN OTHER COUNTRIES IN REGARD TO SCHOOL ACCOMMODATION.

1. *In England*, "The (Parliamentary) Grant is withheld altogether, if the School be not in a building certified by the Inspector, to be healthy, properly lighted, drained and ventilated, supplied with offices, and containing in the principal School-room at least 80 cubical feet of internal area per each child in average attendance."

2. *Nova Scotia.*—In Section 29 of the New School Act for Nova Scotia (many details of which are copied from our Acts) passed in May, 1871, the following are the provisions, in regard to School Accommodation. They are even more comprehensive and minute than ours :—

"The School accommodation to be provided by the district (School section) shall, as far as possible, be in accordance with the following arrangements :—

"For a district having fifty pupils or under, a house with comfortable sittings, with one teacher.

"For a district having from fifty to eighty pupils, a house with comfortable sittings and a good class-room, with one teacher and an assistant.

"For a district having from eighty to one hundred pupils, a house with comfortable sittings and two good class rooms, with one teacher and two assistants, or a house having two apartments, one for an elementary, and one for an advanced department, with two teachers : or if one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher in each, one being devoted to the younger children, and the other to the more advanced.

"For a district having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, one for an elementary and one for an advanced department, and a good class-room accessible to both ; with two teachers, and, if necessary, an assistant ; or, if the district be long and narrow, three houses may be provided, two for elementary departments and one for an advanced department, the former being located towards the extremities of the district and the latter at or near the centre.

"For a district having from one hundred and fifty to two hundred pupils, a house with three apartments, one for an elementary, one for an advanced, and one for a High School, and at least one good class-room common to the two latter, with three teachers, and, if necessary, an assistant ; or if necessary, Schools may be provided for the different departments in different parts of the district.

"And generally, for any district having two hundred pupils and upwards, a house or houses with sufficient accommodation for different grades of elementary and advanced Schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in

the elementary, advanced, and High School departments, shall be respectively about eight, three, and one."

In *Nova Scotia*, the Board of School Examiners appointed for each district by the Governor in Council is authorized by law, "To declare upon the Inspector's report, or upon other reliable information, the School-house, or houses or buildings used as such, unfit for School purposes, and shall forward such declaration to the trustees of the section and the Board shall thereafter withhold all Provincial aid from any such section, if measures are not adopted whereby a suitable house or houses may be provided, according to the ability of the section." From the Regulations of the Council of Public Instruction on this subject, we make the following extracts:—"As to the size and commodiousness of the building, provision should be made for one-quarter of the population of the section; and whatever that number may be, the School-house should be of such capacity as to furnish to each scholar at least 150 cubic feet of pure atmospheric air, or seven square feet of superficial area, with ceiling running from 13 to 16 feet in height.

"Adding 2 feet 9 inches to the length for every additional row of desks. Where the number of scholars amounts to upwards of fifty, there should be a class-room attached.

"Plans of School-houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be a sufficient guide to Boards of Trustees."

3. In *Prince Edward Island* the law declares that, "Every School-house hereafter to be erected and used as such, within any district now or hereafter established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the height of posts than ten feet clear between the floor and ceiling, or be built nearer to the highway than ten yards."

4. In *Victoria, (Australia)* no School receives aid from the Central Board unless the following (among other conditions) be complied with, viz.:—"That in the case of new buildings the School-room contains not less than eight square feet for each child in average attendance, and that the walls be not less than ten feet in height to the eaves; that in all cases the School-room be sufficiently warmed, ventilated and drained; that there be proper and separate offices for both sexes; that there be a play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of School-furniture and apparatus, viz.: desks, forms, blackboards, maps, books, &c., necessary for the efficient conduct of such School."

5. In *South Australia*, "Grants in aid are allowed towards the cost of building School houses, to an amount not exceeding two hundred pounds for each School. The conditions to be observed in order to obtain this assistance are, that a declaration must be made by the trustees that the building for which the grant is conceded shall be used for Public School purposes, and no other, without our written assent; that the area shall not be less than 600 square feet; that the building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching. Approved plans and specifications for the building of District School-houses are supplied by us for the guidance of the promoters; but a departure from the plans is allowed if sufficient reasons be shown for it."

6. In *Michigan*, the School Law provides (Section 48) that—

"The Director shall provide the necessary appendages for the School-house, and keep the same in good condition and repair during the time School shall be taught therein. The Director is also authorized and required to procure all needful appendages and repairs, without any vote of the district in the case. It is not optional with the district to pay such expenses. When audited by the moderator and assessor, the account becomes a valid claim against the district, and can be collected if the district fails to pay it."

On these provisions of the law, the State Superintendent remarks:—

"The law has wisely empowered one officer, and made it his duty to keep the School-house in good repair. He should see to it that the windows are properly filled with glass; that the stove and pipe are in a fit condition, and suitable wood provided; that the desks and seats are in good repair; that the out-houses are properly provided with doors, and are frequently cleansed; that the blackboards are kept painted, and everything is provided necessary for the comfort of the pupils, and the success of the School."

7. The *Connecticut School Laws* (sections 68 and 69), declare that:

"No district shall be entitled to receive any money from the State, or from the town in which it lies, unless such district shall be supplied with a School-house and out-buildings pertaining thereto, which shall be satisfactory to the Board of School Visitors.

"Whenever a district shall have voted to erect a new School-house, the same shall be built according to a plan approved by the Board of School Visitors, and by the building committee of such district."

8. In *Sweden*, a piece of land, from one to twelve acres, is attached to each School for the benefit of the teacher and the pupils. In 1867, the number of Schools possessing such a piece of land for working was 2,106. In *Norway* the School Districts must, in addition to salary, furnish the teacher with a dwelling-house, with land enough to pasture at least two cows, and lay out a small garden.

IV.—COMPULSORY ATTENDANCE, THE COMPLEMENT OF FREE SCHOOLS.

The principle of FREE SCHOOLS—a free and open School-door to every child in the land—having been unanimously conceded by the Legislature, it becomes a serious question, whether so great a boon shall be rendered practically valueless or rot, to a considerable portion of the community, from the apathy of those most interested.

In answering this question, it is necessary to understand the object which the Legislature had in view in granting the boon of Free Schools. It should be for no light reason, or for no unimportant object that the Legislature should lay down the broad, yet highly benevolent principle, that the entire property of the country should bear the whole burden of providing a free and liberal education for every youth in the land. Nor is it unimportant; for the very adoption of so broad a principle of taxation shows that the Legislature regarded it as one of those momentous social questions, which could only be met and solved by it successfully, by the frank and unreserved adoption of a principle, so comprehensive in its character, as that of universal taxation for education—or Free Schools.

Society has had so many terrible lessons of gross evils, which Ignorance and its twin-sister, Crime, have entailed upon it, that it has at length learnt the truly wise one, that to banish ignorance, education must be universal, and that to prevent or lessen crime, education must be Christian in every part, and be an ever-present and restraining influence upon it. If, however, those least capable of appreciating so great a boon as free and Christian education, and who, at the same time, from the growth of ignorance among them, are capable of inflicting the greatest injury upon society, refuse to accept it, it becomes a legitimate question whether society has not the right, as it has the power, to protect itself, or whether with that inherent power of protection, it will suffer ignorance and crime to triumph over it. Such a question is easily answered. The instinct of self-preservation—of common sense—the best interests of humanity, and of the very class which rejects the boon, all point to the one solution, the only remedy:—compulsory enforcement of the right which every child possesses, that he shall not grow up a pest to society, but that he shall enjoy the blessings which a Christian education can alone confer upon him.

2. THE COMPULSORY FEATURES OF THE ONTARIO SCHOOL LAW.

The provision of the recent School Law of Ontario on this subject is the legitimate consequence of the adoption of the principle of Free Schools; for if every man is to be taxed, according to his property, for the Public School education of every child in the land, every tax-payer has a right to claim that every child shall be educated in the various branches of a good English education; otherwise the law is a mere pretext for raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural guardian or parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the law, in this respect, is milder and more guarded than the corresponding one in other countries where Public School education is provided for and guaranteed to every child in the country. According to the new Act, no parent or guardian is liable to punishment

whose wrong against society and his youthful charge is not wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one will no doubt be enacted by the Legislature hereafter.

3. COMPULSORY EDUCATION INVOLVES AN IMPROVEMENT IN ITS QUALITY AND AMOUNT.

Dr. Lyon Playfair, in a recent address, thus argues the logical necessity for compulsory education, and of its improved quality :—

“An improved quality of education is a necessity for its enforced reception by the people. The principle of compulsion, timidly and hesitatingly put forth in the recent English Education Act, is nevertheless contained in it. The logic of circumstances drove Parliament into the recognition of compulsion ; and the same logic will oblige the Legislature to make it efficient. Let us look at the facts which compelled the recognition of the principle. The right of suffrage has for its corollary the duty of instruction. You cannot give political power to a people and allow them to remain ignorant. That would be a political suicide of a nation. An uneducated people are like a nation, one or two generations back in its history. They cannot grasp the ideas of the age in which they live, and are powerless to shake themselves free from the prejudices which the progress of thought has proved to be dangerous errors. They are unable to do so, as they cannot take possession of the inheritance of the intellectual wealth accumulated by their predecessors ; for they do not know how to read the books forming the testament by which it was bequeathed. An uneducated people, endowed with political power, is, therefore, an anomaly, in the highest degree dangerous to a nation. Hence, when we bestowed on the people the right of suffrage it became necessary that they should have efficient instruction as its corollary. Secondly, we have now established what every civilized nation except England has long had—education by local rates. A civic support of education has again for its corollary enforced instruction of the individual citizen. For if it be right that the State should compel a community to educate all its citizens, it must be right to give power to that community to extend the education to every citizen.” He says further that :

“But you cannot enforce education unless you make it of a quality which you are certain will be useful to the person receiving it. Compulsory education then involves an improvement in its amount and quality. Compulsion is of two kinds, direct and indirect. By the direct method every parent is bound to keep his children at School or be punished for the neglect. The indirect compulsion means that education shall be made the first tool with which labour can be begun, and, if that tool be not in the possession of the candidate for employment, the employer must not engage him. The indirect plan has the high authority of Adam Smith in its favour, but it is unnecessary to indicate a preference between the two methods, for both may be good and necessary. In the Act of last Session only the direct system is recognized, though the others form the basis of our Factory Acts. Direct compulsion is most easily applied when it is least required, that is, when public feeling is entirely in its favour, and denounces the parent who neglects the education of his child as much a brute as if he starved it by refusing bread. But in England you have about half a million of these brutes to deal with, and their commonness prevents an adequate public censure of the magnitude of their crime against society.”

4. FEELING IN ENGLAND IN REGARD TO COMPULSORY EDUCATION.

The Hon. B. G. Northrop (late Secretary to the Board of Education in the State of Connecticut, and now Commissioner of Education in Japan,) thus refers to the state of feeling on the subject in England :—

“The new School Law of England *permits* all local boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favour of making compulsory attendance national and universal, instead of permissive. As one of the many illustrations of this change, Rev. Canon Kingsley, formerly favouring non-compulsion, now advocates the compulsory principle. The Motto of the National Educational League, of which George Dixon, M.P., is President, is ‘Education must be UNIVERSAL, UNSECTARIAN, COMPULSORY.’ At the late General Conference of Nonconformists, held in Manchester

January, 1872, and attended by 1,885 delegates, there seemed to be great unanimity in favour of enforced attendance. This assembly was as remarkable in its character as its numbers. The argument of Mr. Jacob Bright, M.P., on this subject was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance, which should be the absolute law throughout the entire kingdom.

"The labouring classes are not opposed to such a law. They would welcome it. In England the working classes are asking for a *national compulsory* system of education. By invitation of A. J. Mundella, M.P., I attended the National Trades-Union Congress, held at Nottingham, for the week beginning January 8th, 1872. That body seemed unanimous in favour of compulsory attendance. One of the leading members, an able and effective speaker, said, that in large and crowded assemblies of workmen he had often distinctly asked: 'Do you agree with me that we want a national *compulsory* system of education?' and not a dissenting voice had he ever heard from the workmen."

"By the 1st of May, 1872, by-laws for enforcing the attendance of children at School had been sanctioned by the Queen, in accordance with the terms of the 74th section of the Act, on the application of the School Boards of one-third of the whole population of England and Wales, and for about two-thirds of the whole borough population."

5. STATE OF FEELING IN PRUSSIA AND OTHER PARTS OF EUROPE IN REGARD TO COMPULSORY EDUCATION.

Mr. Northrop also gives the following sketch of the state of feeling in Prussia, in regard to compulsory education. He says:—

"My former objections to obligatory attendance were fully removed by observations recently made in Europe. Mingling much with plain people in Germany, and other countries where attendance at School is compulsory, I sought in every way to learn their sentiments on this question. After the fullest enquiry in Prussia, especially among labourers of all sorts, I nowhere heard a lip of objection to this law. The masses everywhere favour it. They say education is a necessity for all. They realize that the School is their privilege. They prize it and are proud of it. Attendance is voluntary; in fact, nobody seems to think of coercion. The law is operative, but it executes itself because it is right and beneficent, and commands universal approval. It is only the legal expression of the public will.

"Universal education, more than anything else, has fraternized the great German nation. It has improved her social life, ennobled her homes, promoted private virtue, comfort and thrift, and secured general prosperity in peace. It has given her unequalled prestige and power in war. 'Whatever you would have appear in a nation's life, that you must put into its Schools,' was long since a Prussian motto. The School has there been the prime agent of loyalty. Love of country is the germ it long ago planted in the heart of every child. The fruit now matured gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to fatherland is a characteristic sentiment of the German people. Shall such a people, with such a history, complain of compulsory attendance? This law itself has been a teacher of the nation. It has everywhere proclaimed the necessity and dignity of the Public School. Kings, and nobles, and Ministers of State, have combined to confirm and diffuse this sentiment, till it now pervades and assimilates all classes.

"In various parts of Prussia and Saxony I enquired of School directors, parents and others, 'Do you have any difficulty in executing the coercive law?' The answers were all substantially the same. 'Many years ago,' replied one, 'there was some opposition. But the results of the law have commended it to all, and they obey it without complaint, and almost without exception.' The present generation of parents, having themselves experienced its advantages, are its advocates. Said a resident of Dresden, 'A healthy child of School age can hardly be found in this city who has not attended School.' Were the question of compulsory attendance to be decided to-morrow in Saxony by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the law. The people would sooner increase than relax its rigor. I nowhere

learned of any recent cases of punishment for infractions of it. In many places I was assured that the penalty is practically unknown.

6. ORIGIN OF THE PRINCIPLE OF COMPULSORY EDUCATION.

"The principle of obligatory instruction was advocated by the people before it was enacted by the Government. The address of Luther to the municipal corporations of 1554 contains the earliest defence of it within my knowledge, in which he says, 'Ah, if a State in time of war can oblige its citizens to take up the sword and the musket, has it not still more the power, and is it not its duty, to compel them to educate its children, since we are all engaged in a most serious warfare, waged with the spirit of evil, which rages in our midst, seeking to depopulate the State of its virtuous men? It is my desire, above all things else, that every child should go to School, or be sent there by a magistrate.'

"The germ of this system in Prussia is found in a decree of Frederick II., 1763:— 'We will that all our subjects, parents, guardians and masters, send to School those children for whom they are responsible, boys and girls, from their fifth year to the age of fourteen.' This royal order was revived in 1794, and in the code of 1819 made more stringent, with severe penalties: first, warnings, then small fines, doubling the fines if repeated offences, and, finally, imprisonment of parents, guardians and masters.

"The penalties now are—

"1. Admonition, in the form of a note of warning from the President of the Local School Commission.

"2. Summons to appear before the School Commission, with a reprimand from the presiding officer.

"3. Complaint to the Magistrate (by the Commission), who usually exacts a fine of twenty cents, and for a second offence forty cents, for a third eighty cents, doubling the last fine for each repetition of the offence.

"The registers of attendance and absence are kept with scrupulous exactness by the teacher, and delivered to the President of the School Commission. Excuses are accepted for illness, exceedingly severe weather, great distance from School, and sometimes on account of the pressure of work in harvest time."

Alsace.—By order of the Governor of Alsace, education is henceforth to be compulsory for all boys between the ages of 6 and 14, and all girls between the ages of 6 and 13. For the present the law only applies to Public Schools, and to private Schools for children working in factories.

Duchy of Brunswick.—The law, passed in 1867, endeavours to remedy the evil of truancy in an energetic manner. According to this law, for every day missed at School, a fine must be paid of 2½ silber groschen (about 6 cents); if the number of missed days during one single month amounts to 5, the fine is raised to 5 silber groschen (12 cents). In case of inability to pay, imprisonment takes the place of the fine. Any person employing a child of School age in a factory or any other business during School hours is to be fined by a sum not exceeding 20 thalers (\$14 40, gold), or imprisonment for a period not exceeding two weeks.

Russia.—The representatives of the district of Odessa had, at their last session, a very lively discussion on the question of compulsory attendance, and finally unanimously decided in favour of the measure, pledging themselves to press the matter with the national educational authorities.

"According to official information, there are among the Cossacks in the Province of Orenburg (numbering 248,000 persons), 179 elementary Schools, viz., 129 for boys and 50 for girls, attended by 3,760 scholars. Considering the number of Schools entirely insufficient, and the attendance unsatisfactory, Major-General Boborykin, on the 19th August, 1871, published a decree ordering the sub-hetmans to establish elementary Schools in every village, and to enforce attendance at School for every boy from the age of 8 or 9. The Orenburg Cossacks are distributed through 401 towns and villages, and in every one of these a School-house and house for the teacher are to be built immediately at the expense of the town. Since the publication of the above mentioned order by the hetmen, 118 new Schools have been established, viz., 50 for boys and 68 for girls, so that the to-

tal number of Schools is now 297. At the same time Sunday-schools have been established for adults between the ages of 17 and 19.

Switzerland.—The national council (the legislative power) at Berne, after a lengthy discussion on the 22nd December, 1871, passed a resolution that the cantonal authorities should be obliged to introduce compulsory and gratuitous instruction in all the Primary Schools, but that the federal authorities should be empowered to fix the minimum of education in the Primary Schools of all the cantons by suitable laws.

Austria.—The Educational Committee of the Carinthian Provincial Parliament unanimously decreed the total abolition of School fees, as utterly at variance with the principle of compulsory education.

France.—In the draft of the new School Law of France, which was laid by the Minister before the Assembly, the following provisions related to compulsory education :—" Every child, male or female, between the ages of 6 and 13, must receive a minimum of education, either in the Public or Private Schools. This minimum of education is to embrace the obligatory branches of instruction, and its existence is, at the end of the period of schooling, to be certified by the Ministry of Public Instruction, through its subordinates in the departments. 2. A School Committee, consisting of delegates from the canton, the Maire, the clergyman, and three heads of families appointed by the Municipal Council, has to watch over attendance at School. 3. The Government Inspector in each district has a seat and vote in this Committee. 4. If a child misses School three times during a month without excuse, the father or guardian is summoned before the School Committee, and is warned. If the case recurs his name is placarded at the Maire's office, and his family is deprived of all aid from the public funds. If this does not induce him to send his child to School, a fine not exceeding 100 francs is imposed, and, finally, he can be deprived of his rights as a citizen for a period of three years. 5. The School Committee issues certificates to children 13 years of age, after having passed a public examination, to which all must submit, whether educated in Public or Private Schools. If at this examination it becomes evident that a child, who was supposed to receive private instruction, has in reality not received instruction in the obligatory branches, legal proceedings are instituted against the father or guardian. 6. From the 1st January, 1880, no citizen 21 years old will be registered as an elector who does not possess the above-mentioned certificate from his local School Committee, or give sufficient proof of being able to read and write.

7. PROCEEDINGS IN OTHER COUNTRIES IN REGARD TO COMPULSORY EDUCATION.

Australia.—The Commissioners appointed in Victoria, (Australia), to report upon the "operation of the system of Public Education in that country," speaking of compulsory education say, in the report of 1868 :—

" Whilst fully admitting the divided state of opinion in reference to this subject, as well as the serious, practical difficulties that beset it, we have resolved to submit the recommendation that a law rendering instruction imperative should be adopted in Victoria. The existence in constitutional theory, at all events, of an equality of political rights between all classes of Her Majesty's subjects in this colony suggests the paramount importance of early provision being made, by means more effectual than any that have hitherto existed, for the diffusion of sound instruction amongst the rising generation of all classes."

United States.—In the report of Dr. Fraser (now Bishop of Manchester), on the "Common School Systems of the United States and Canada," he says :—

" From many sections of the community, and especially from those who would be called the educationists, the cry is rising both loud and vehement that greater stringency is required in the law, and that compulsory attendance is the proper correlative of 'Free Schools.' For, it is argued, if the State taxes me, who perhaps have no children, towards the support of the Schools, 'for the security of society,' I have a right to claim from the State, for the security of the same society, that the Schools which I am taxed to maintain shall be attended by those for whose benefit they were designed."

Michigan.—The State Superintendent of Michigan in his last annual report to the Legislature of that State, says :—"There are young men and women who were born in

his State, and have been reared almost within sight of the School-house that was always open to receive them, and yet to-day are unable to read and write. If there is anything which makes every lover of our free institutions sick at heart, it is to be transacting business with a young man, a fellow-citizen, and when some paper is drawn requiring his signature, to learn that he is compelled to make his mark, and this too, notwithstanding that he has spent his whole life within reach of a School. Those who have thought most upon the subject are looking with favour upon the system of compulsory education. Every thoughtful man is coming to see the danger that imperils the nation if so large a proportion of the people are suffered to grow up in ignorance. The question is really resolving itself into this : Shall we have education, even if it be in a certain sense compelled, and a strong and noble country, or ignorance and anarchy ?

The *Massachusetts* State School Report says : "The question is one which now touches nearly our national life. This country is the receptacle for the ignorant and degraded from every land. It is for us to decide whether they shall be compelled to accept for their children the help the State offers, to lift them to the level of intelligent beings, or be suffered to leave, like breeding barnacles, a weight and a mass of corruption upon us which may sink us at last."

Connecticut.—The Secretary of the Education Board frankly remarks that his former objections to obligatory attendance were fully removed by observations recently made in Europe, and with growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants, he still contends for the authority of the law to fall back upon in extreme cases : "Where parental pride, interest or authority fail, and juvenile perverseness is otherwise incorrigible, legal coercion should be employed."

"The principal objections to compulsory law in Connecticut are that it interferes with the liberty of parents, arrogates new power by the Government, is un-American and unadapted to our free institutions ; and that it is monarchical in its origin and history. Common as this impression is, it is erroneous. Connecticut may justly claim to be one of the first States in the world which established the principle of compulsory education. The code of laws adopted in May, 1750, contained stringent provisions for compulsory attendance. These provisions remained, with some modifications chiefly designed to give them greater efficacy, until the revision of 1801. Public opinion so heartily endorsed the principle, or rather so thoroughly believed in the necessity of universal education, that attendance lost its involuntary character. 'Our past history illustrates the advantages and working of the principle. Its re-enactment here, with the modifications suited to present exigencies, will impress the legislation of the country. This is the most important School question of modern times. It is now up for discussion in many American States. In establishing the principle for herself, Connecticut will help to settle it for the country.' The agent of the Board of Education, who has mingled familiarly with both the manufacturers and workmen in all parts of the State, nowhere encountered any opposition to the new compulsory law."

Illinois.—In answer to the question how the youth of the State shall be brought into the Schools, the ground is taken that the fault of absenteeism, and hence the evil of illiteracy, lie at the doors of parents and guardians, and that a reformatory statute should be, "not an Act to compel the attendance of children at School, but an Act to secure to children their right to a good Common School education." This right is not only natural, but constitutional and legal. It is "enumerated in the divine bill of rights in God's own gracious *magna charta*—the moral constitution and conscience of the race." The right of all children to the panoply of knowledge rests upon the high law of love and humanity, for they are all defenceless and impotent. To send them forth without this preparation is cruelty ; to neglect this duty is inexcusable ; to refuse to perform it is a crime." The admitted right of the State and of the community to tax all citizens for the support of Schools for the free education of all children, is held to be liable to the charge of unjustness unless it carries with it the duty of the State, after taxing its citizens for the education of the children, to see to it that the children are educated. "That when the property of the citizen is taken for this purpose of education, on the plea that in this way the State best provides for the protection of the citizen's property, the citizen has the right to claim that this pretended protection shall be made real. That to educate but a part of the children, leaving the children of the most dangerous classes to grow up in

ignorance, is to fail utterly. The right to tax for free Common Schools carries with it the duty of compelling all parents to send their children to some school."

California.—At the last State Teachers' Institute the subject of compulsory education was considered, and resolutions were passed requesting the next Legislature to provide for the maintenance of a free School for ten months, in each district in the State; and declaring the members of the Institute in favour of a law compelling the education of all children in those branches taught in the Public Schools.

8. A Sadder Aspect of the Question.—RELATION of CRIME TO EDUCATION.

In order to give the friends of education in this Province the fullest information on some of the sadder or graver features of this subject, I turn now to consider another aspect of this question. This information has been collected by Dr. E. C. Wines, who, as Commissioner of the United States Government to organize the International Prison Congress, propounded a series of questions while travelling in Europe, in 1871. Many of the reports were made under the direct supervision of the Government, and the figures may be taken as thoroughly reliable. They are thus quoted by the United States Commissioner of Education in his Report of 1872 :—

France.—Let us first trace the effect of the great ignorance in France on the number and character of crimes. The second is the most startling and convincing of anything we have seen in the annals of statistics :—

Whole number of persons under arrest from 1867 to 1869....	444,133
Number unable to read.....	442,194
Or	95·63 per cent.
Average number of convicts from 1866 to 1868.....	18,643
Number unable to read.....	16,015
Or	87·28 per cent.
Average number of juvenile prisoners from 1866 to 1868.....	8,139
Number unable to read.....	6,607
Or	81·14 per cent.

It is known that at least half of the French people is in a state of total ignorance. Let us assume it as just half. At that time France had, in round numbers, 36,000,000 of people. Then we find these proportions, viz. : In 18,000,000 of people unable to read and write," there were 442,194 arrests; that in 18,000,000 of people commonly educated there were 1,939 arrests; that is 1 in 9,291: thus proving the proportion of criminals in the uneducated classes to be two hundred and twenty-six times as great as that of the educated!

England is in every just sense of the word our Mother Country. We, therefore, look with curious interest to the condition of her education, and its influence upon the production or the cure of crime. Let us look at the facts. Dr. Wines gives the following authentic figures :—

Committed to county or borough prisons.....	157,223
Could neither read nor write.....	53,265
Proportion of totally ignorant.....	34 per cent.

Ireland.—Wholly illiterate, or very imperfectly educated :—

Males.....	21·74 per cent.
Females	63·24 per cent.

In *Belgium* unable to read 49 per cent.

Switzerland.—Average of criminals unable to read through all prisons 83 "

The prisons of Lenzbourg, Saint Galle, Neufchatel, give these special figures :—

Illiterate	25·30 per cent.
Inferior Education.....	36·9 "
Passable "	30·4 "
Good "	4·3 "

Italy.—Illiterate in ordinary prisons..... 40 per cent.

" Bagnios (prisons of high grade)... 30 "

Netherlands.—Unable to read..... 35 to 38 "

These statistics prove that, in Europe, ignorance among criminals is the rule and education the exception.

In the United States things are not much different as the following statistics will show :—

Totally ignorant. Very deficient.

In New York and Pennsylvania.....	33	per cent. to	60	per cent.
Central Northwest.....	46	“ “	75	“
West and Pacific	31	“ “	50	“
The South.....	60	“ “	85	“

9. THE PROPORTION OF CRIMINALS TO THE ILLITERATE POPULATION, IN REGARD TO EDUCATION.

Illiterate Criminals.

In New York and Pennsylvania	4	per cent. to	33	per cent.
In Central West	3½	“ “	46	“
In West and Pacific	3	“ “	31	“
In the South	22	“	60	“

It appears, therefore, that in the Middle States, the proportion of illiterate criminals is eightfold the proportion of illiterate people ; in the Central West it is thirteenfold ; and in the West and Pacific States, it is tenfold. In the South it is only threefold ; but this is caused by the great mass of coloured people, who make up a large proportion of the whole people, and, being nine-tenths of them wholly ignorant, furnish the great mass of criminals. When the still larger white population is counted in, it makes the disproportion of the illiterate criminals less. As to coloured people only, it is very great. But we see in the above proportions the great fact that ignorance is one of the great causes of crime. We do not seek to exaggerate that fact. The figures we give show it in its naked deformity, and we leave the fact to the contemplation of our readers. But in the meantime let us look at how this fact will operate in an intelligent American community. Let us see exactly how it will operate in New York or Pennsylvania. Let us take 10,000 people as the unit of measure, the result will be according to the following proportions :—

People	10,000
Illiterate	400
Estimated prisoners	40
Prisoners illiterate.....	35
Others	5

The “others” means only a very common education. What, then, is the practical result? That because 400 persons out of 10,000 have been kept *totally* ignorant, the county or municipality has seven times as many criminals as it need have, and seven times as much expense and evil of all kinds resulting from it.

10. NECESSITY FOR MORE THAN “FACT-KNOWLEDGE”—THE MORAL NATURE.

Dr. Taylor Lewis remarks with great force :—

“Experience has abundantly shown that no amount of mere fact-knowledge, nor of scientific knowledge, in the restricted modern sense of the term, can give security that the man possessing it may not turn out a monster of crime, and a deadly scourge to society. Of itself, we mean, or in its direct effects ; for, as an aid to a higher position among men, and thus, as furnishing a worldly motive to correct outward behaviour, it might, undoubtedly, operate as a salutary check.

“The same may be said of the pursuit and acquisition of wealth, or of anything else that gives rise to a worldly prudence taking the place, for a time of moral principle. When this, however, is not the case, or such an education gives less distinction, by being more and more diffused, then, instead of a check, it may become a direct incentive to crime, by creating increased facilities for its commission.”

11. REGULAR TRAINING SCHOOLS OF CRIME.

"Evidence is constantly accumulating that the processes of the burglar, of the incendiary, of the counterfeiter, of the poisoner, of the railroad destroyer, and of the prison-breaker, etc., are actually making progress with the progress of crime. They are becoming arts, whether we rank them among the elegant or the useful.

"There is reason to believe that before long books may be written upon them, and that there may be such a thing as a felons' library.* The same may be maintained in respect to what may be called the more speculative knowledge. When wholly destitute, as it may be, of moral truth and moral intuitions, it may only wake up the dormant faculties of the soul for the discovery of evil, and make them all the more acute for its perpetration."

12. AS EDUCATION ADVANCES, CRIME DECREASES.

The States Superintendent of Kansas illustrates another fact in the following language:—

"Ignorance is the fostering mother of vice. The relation of cause to effect which binds ignorance to crime is now a fact, demonstrated by the unerring figures of statistics. In proportion as education advances in a country, the number of criminals diminishes.† Crime and ignorance, masked by day, go hand in hand by night, to perform deeds of wickedness and shame."

V.—SUPERSEDING SCHOOL SECTION DIVISIONS, AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION.

Since the date of my last Report, I am glad to observe that a movement has been made, in various parts of the Province, towards the abolition of School Section Divisions, and the establishment of Township Boards of Education.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township Boards, as contained in the thirty-second section of the Consolidated School Act; but as that section is worded, no such Board could be established unless a majority of the votes in every single School Section of the township was in favour of it. It has happened that out of twelve School Sections in a township, the majority of the ratepayers in *eleven* of them voted for the establishment of a Township Board; but the majority in *one* section voted against it, and thus defeated the wishes of the eleven-twelfths of the ratepayers. Under these circumstances, the thirty-second section of the School Act has remained a dead letter for twenty years, except so far as one township (Enniskillen) is concerned—although a large majority of the County School Conventions, on two occasions, have voted in favour of Township Boards. The law was, in 1871, wisely altered so as to leave the question to the decision of the ratepayers in a majority of the School Sections of a township. Should, therefore, the vote of a majority of the ratepayers in a township be favourable to a change, the municipal council of such township is authorized to form the township into one School municipality, under one Board of Trustees (as is the case in cities, towns, and villages,) doing away with the great inconvenience of separate School Section Divisions and rates, and giving to parents the right to send their children to the School nearest to their residence.

* "As if to show Dr. Lewis a true prophet, a telegram of November 2nd states that the police, in breaking up an organized band of house-breakers, near Chillicothe, Ohio, found, among other articles, a number of books for the instruction of novices in the art of burglary."

† "The interesting report of M. Duruy upon elementary instruction in France gives conclusive figures upon this subject. Thus, in comparing the period 1828–1836 with 1838–1847, we find that the whole number of persons under twenty-one years accused of crime had diminished but 235; while, in comparing the decade 1838–1847 with 1853–1862, the number had decreased 4,152, almost eighteen times as many. In 1847, 78 per sons under sixteen were tried at the Court of Assizes; in 1862 there were but 44. In Germany, in Prussia, as instruction is improved and extended, crime diminishes. In the prisons of Vaud, Neuchâtel, and Zurich, there are but one or two prisons; they are often empty. In Baden, where, within thirty years, much has been done to promote education; from 1854 to 1861, the number of prisoners decreased from 1,426 to 691; some prisons were closed. Bavaria, notorious for the number of illegitimate births, is losing its disgraceful pre-eminence."

1. TOWNSHIP BOARDS IN VARIOUS AMERICAN STATES.

1. After trying the School Section system for some time, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin, and other States, have adopted the Township Board system, and pronounce it immensely superior to the School Section system. In the State of New York, a compromised system is authorized that one or more School Sections can "either severally or jointly resolve themselves into Union Free School districts, with Boards of Education, having authority to grade and classify the Schools under their charge." The Superintendent of Public Instruction in that State says: "Having had frequent occasion to examine the provisions of this law (*i. e.* the Union Free School Act), and being somewhat familiar with its workings, I am of the opinion that it is the best School system yet devised for all localities where the number of scholars, as in villages, is sufficient to admit of a thorough classification." Rev. Dr. (now Bishop) Fraser, in his Report to the English Commissioners, says:—"In the State of New York, Union Schools [or united sections] appear to be the most popular and flourishing of all the rural Schools." In this Province, the township council, if the experiment should not prove satisfactory, can, at any time, repeal its own by-law establishing such Board.

2. *Connecticut*.—The Secretary to the State Board of Education in Connecticut says: "The tendency to manage School township-wise is growing. More townships united their School Sections last year than in any former one. *Once united they stay so.* The people are fast learning the economy and efficiency of the township system. They see that it favours the wise expenditure of the public money, gains better and more permanent teachers, longer Schools, and helps the poorer and outlying School Sections. The township system, too, lessens the frequency of tax assessments and collections. Prior to the union, there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the teachers changed generally every term; under the new system, the people are better satisfied. School Committees and teachers more permanent, Schools graded, terms lengthened, the motion made at the last annual meeting to reduce the School from forty to thirty weeks not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent. better than it was four years ago."

3. *Massachusetts*.—The late Horace Mann, so noted for his enlightened views on education, deprecating the District or School Section system, says:—"I consider the law authorizing townships to divide themselves into [School Sections] *the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts].*" In this opinion ex-Governor Boutwell, and the eminent educationist of the same State, concurs, and hopes that the day will speedily be seen when every township in its municipal capacity, will manage its Schools, and equalize the expenses of education.

2. SUMMARY OF ARGUMENTS IN FAVOUR OF THE TOWNSHIP SYSTEM.

The State Superintendent of Maine, in his recent report says:—

"I submit the following argument against the Section system, and in favour of the township plan—an argument drawn from the experience and best thoughts of Massachusetts and Vermont. The Western States have never allowed the School district un-system to be engrafted upon their educational enterprises. Our eastern educators, emigrating westward, have carefully avoided this element of inequality and disintegration in building up the 'Daily Public School' for our younger sister States. We have an ardent desire, therefore, to remove all obstacles to the highest possible realization in our educational efforts."*

* In another part of his Report the Superintendent of Maine thus illustrates the character of this progress under the township system; he says;

"Quite a number of townships raised the current year more money than ever before, much more than required by law, for the support of the Schools. One has provided herself with a superintendent at an annual salary of \$2,000 and travelling expenses. She is also taking steps to make her education more practical by putting in to it an industrial element. Already her Public Schools are the best in the State. But the greatest educational achievement of the year is the abolition of the miserable district system by the Town of Lisbon, by which act the town became the owner of all the School-houses, the Schools of the same length, with the whole management of the Schools in the hands of the superintending School committee. Having voted to abolish

Life and Progress.—Teachers understand how impossible it is to secure in a small School or in a small class, that healthful and proper stimulus which is almost an incident to the large School or the large class. One who has himself ever been an entire class, or one of two or three constituting a class, will remember how difficult it was to create in himself any such measure of interest as would make the labour of preparation other than a dreary task, and this evil extends to the teacher as well as to the pupil. He, too, needs stimulus. The small Section fails to secure that aggregate of interest on the part of the inhabitants toward the School which is essential to make it successful. This aggregate of interest is the sum total of individual interest. Five families have less interest in a School than have ten, ten less than fifteen, and so on. The teacher receives less stimulus from his surroundings in small than large districts. So with the pupils.

"Too many Officers.—Is not our present system defective in that it requires too many officers? The average number of individuals in each township who are the School officers of the township, will be found to be from fifty to sixty, if we estimate three trustees to each Section; the whole number of School officers in the Province, something more than fifteen thousand! Such an army ought to do the work well, we say. Yet, who does not believe that one-fifth the number would do it far better? This gives one School officer for every ten or fifteen children. What an absurdity! who believes in this multiplicity of officers, which almost inevitably results in no supervision at all? Why not elect a township council of fifty in number? Who would care to live in a township thus supervised? Is it not that six men are found better than fifty that six are elected? Six men competent for the School duties of the township would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six.

"Unity the Rule.—The State (Province) is a unit for certain purposes. The township is a unit for certain other purposes. For the purpose of education the Section has also been regarded as a unit. For almost every other purpose the township has been found to be the true unit. Indeed, in several respects, in the educational part even, the township system prevails. Would it not be wiser to make the township a unit for educational purposes?

"Small Schools, Small Stipends.—It is quite natural to think that a teacher who can be secured for a small stipend will answer for a "small School," so that small Schools will, in general, be taught by teachers who could not secure situations in larger ones, and would fail if they did.

"Small Sections, Bad School-houses.—Small Sections will be likely to have bad School-houses. The expense of building and repairing falls heavily upon ten or a dozen tax payers. And the old School-houses, many of them unfit even for stalled cattle, will have to serve till that time when we have grown wiser and adopted a new order of things, for there is no hope under the present system that the future will afford relief. The population, except at business centres, is, year by year, gradually growing less. Small Sections are far less likely to furnish those facilities for illustration and reference so necessary to the teacher. Indeed, everything which involves an expenditure, is likely to remain undone. The trustee feels like being very economical when he reflects that he will be assessed one-tenth of any expenditure; so that globes, dictionaries and maps, prizes, and all School apparatus are excluded from the School.

"Competitive Examinations.—Making one central board of supervision would render possible competitive examinations which are now practically impossible. Such examinations would immediately shut out the most incompetent of our teachers. They would discourage mere girls, scarcely beyond the age which the law designates as infancy, from seeking places in our Schools as teachers when they should be there as pupils.

the district system at the March meeting, the town, believing it would be judiciously expended by the superintending School committee, then voted to raise fifty per cent. more money than required by law for the support of Schools, which gives three good terms of School the present year. Old School-houses have been repaired and new ones built. Lisbon has now four new School-houses that cost \$12,000 in the aggregate and while I regarded her Schools, less than three years ago, as among the very poorest in the county, they are now, thanks to her public spirited citizens and her very efficient superintending School committee, far ahead of all others in the county, excepting the Schools of Lewiston and Auburn, the two other towns in the county which have abolished the district system. I am fully satisfied that in an intelligent discussion of the subject, that a large part of the towns in the State would at once abolish the district system, and thus double the efficiency of the Schools, with not more than one-tenth part of the present trouble in their management. And without this abolition I am also fully satisfied there can be no great and steadfast improvement of the Schools."

"Evils of Nepotism.—Fewer daughters and nieces, and wives' sisters would be employed. Even when they are thoroughly competent, their employment is often seen to awaken such a spirit of antagonism as will impair the efficiency of the School. Nepotism is as baneful an evil in the politics of the School Section as in the broader field of the State.

"Better Teachers.—Again, a better class of teachers would be secured in the smaller Sections. It could not be expected that all the Schools of a township would be of equal size. The larger ones, the village Schools, as now, would secure the teachers without regard to expense. The lesser communities, noticing that they were obliged to help to support good Schools and pay large prices to the teachers of larger Schools would very soon begin to feel that if they were obliged to help to support good Schools for their townsmen, it would be wise for them to compel their townsmen to help to sustain good Schools for them.

"Permanence of Teachers.—This change of supervision would tend to remove the evil of a constant change of teachers. Permanency of supervision would result in permanency of teachers. The frequency of change in teachers is a most alarming evil with us. It breaks up all connection between one term and another. Each teacher has his own ways and it takes some time to get out of the old ways and into the new, and quite a portion of each term is spent in getting started. It thus often happens that a term is one-third spent before the work is well begun. It requires a term of ordinary length for a teacher to become familiar with the peculiar characteristics of his pupils. No very efficient work can be done till this is known. He has first to learn their needs and their capacities, before he can adapt his instruction to the necessities of each pupil. An ordinary teacher who has taught a School for one term will do more for that School than one of superior endowments and acquirements, who is an entire stranger to the wants of the School. Perpetual change of teachers and Inspectors of Schools utterly ignores the value of experience. I can conceive of no remedy for these evils which will be likely to prove so efficient as this change of system."

Evils of Change of Teachers.—Ex-Governor Boutwell, afterwards Secretary to the Massachusetts State Board of Education, thus depicts the evils of a change of teachers under the School Section plan. He says :

"Practically the School Section system denies the value of experience. Each year sees a new trustee, and each term a new teacher. The experience of a year is often rendered valueless by the election of a new trustee ; and the teacher labours for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future. Under these circumstances, it is not strange that Section Schools are kept, term after term, and year after year, without an appreciable increase of power. 'The quality of the School depends upon the character of the teacher ; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the trustee. Each teacher brings into the School his own ideas of teaching, and after two, three, or four months he goes away, and his place is taken by a stranger, who introduces new methods, without the judgment of anybody concerning their relative value. The successive terms of School in the same Section have not, usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success ; and it does not even furnish, either in its failure or its success, a basis for future operation.'

"Equalization of Taxation.—Again, this change would result in an equalization of the burden of supporting Schools. It now costs each tax-payer in a small Section more to support a poor School than it costs the tax-payer in the larger Section to support a good School. Statistics show that the expense per pupil increases in the inverse ratio as the size of the School diminishes. Why should not taxation for the support of Schools be equalized ? Equity demands that it should. Every reason which can be urged in favour of good Schools demands that it should.

"Division of Labour.—No one, I suppose, at this day, assumes to doubt the wisdom of the application of the principle of division of labour, as applied to the mechanical pursuits. The manufacturer who should require each workman to make all parts of a watch, would find that he could not compete with his rival who put each workman upon a single piece ; even in the manufacture of boots and shoes, where no great mechanical genius is required, it is found to be economy to allow each man to do a distinct part, so that the boot or shoe is

not the work of one hand, but of several. If this be economy in the mechanical pursuits, how much more apparent is the wisdom of applying this principle to the more delicate and responsible work of developing and training the human mind?

"Classified Schools.—Now, this is the principle upon which the graded School is based. It is found that the teacher who teaches a few branches, and concentrates all his time and efforts upon these branches, can give more efficient instruction than the one who attempts to teach all. It is upon this principle, in part, that each college professor has his distinct department. This, however, is not the most substantial argument in favour of grading Schools. A graded School is simply a classified School. Every one knows, who is at all familiar with Schools, that their success depends very largely upon their classification. It requires just as much time to instruct one individual as to instruct a class; just as long to instruct a class of three as a class of twenty. If your School has as many classes as individuals, and this often happens in small Schools, the teacher's time is frittered away to little purpose. No School whose curriculum comprises all the studies from the A. B. C. to the highest branches taught in the Public Schools, can be thoroughly classified without having more classes than the teacher can well instruct.

"Evils of Heterogeneous Classes.—Every teacher knows how difficult it is to make an impression upon the heterogeneous mass grouped together and called a class—made up of pupils pursuing the same studies, indeed—but of diverse age, diverse capacity, and diverse acquirements, as is usual in an ungraded School. The more gifted and accomplished are held back, while those of lesser gifts and acquirements are dragged on beyond their strength. The former grow lazy and indifferent; the latter discouraged and disgusted. The former require an overweening confidence in their own abilities; the latter fail to cultivate that healthful self-appreciation essential to success, which is naturally developed by association with one's peers. Thus it happens that all stimulus, both to the bright and the dull, is removed.

"Unclassified Classes.—Besides, it is impossible for any teacher to adapt his instruction to the varied capacities and diverse accomplishments of unclassified classes. This is difficult enough in a class which has been selected and grouped with reference to like capacities and similar acquirements. If he adapts his instruction to the more advanced, it will be beyond the comprehension of those less advanced. If, on the other hand, it is adapted to the needs of those less gifted, it becomes tedious and uninteresting to the others. Thus will all the interest be dissipated, while, if well classified, each individual inspires the other. Mutual labour and mutual sympathy are powerful stimulants, especially to the young. Each spurs and supports the other, and industry and diligence are secured in all.

"Specified Work for Each Class.—Again, the graded School furnishes additional inducement to effort in this way:—Each class has its specified work, and no advancement to a higher grade can be secured until that work is done. Each grade is a position which cannot be reached except by passing step by step over all the intermediate ground. The pupils in each grade have the perpetual incitement of their more advanced associates. From one grade to another is to them a long stride. It seems a thing worthy to strive for. Now, these stimulants are especially needed by slow and not over-gifted minds, and to this class a majority of children belong. The result is, that progress is far more rapid and thorough in a graded than in an ungraded School.

"Systematic Instruction.—Still, again, the graded system secures a systematic course of education. Each pupil does not for himself, nor can his parents for him, elect this study or that, as whim or caprice may dictate. He must take each in due time and order. That course of study is prescribed which will secure the best and most symmetrical mental development, embracing those studies a knowledge of which is likely to prove of the most practical benefit to the pupil in the business pursuits of after-life.

"Intelligence and Value of Property.—Take another important view of the case. Go into any of our townships which have been blessed with a good School for thirty or forty years, and you will find the aggregate of intelligence to be far greater than in those townships which have enjoyed less educational facilities. Is the intelligence of its inhabitants nothing to a township? Is not the expenditure which shall secure this a good investment? True, we cannot estimate it in money, yet it is an investment that will

make its return in kind. It is an invariable rule that the percentage of increase of valuation of property in any community is in the direct ratio of the increase of intelligence and virtue. Every citizen of extraordinary intelligence, or extraordinary virtue, enhances the value of all property of the township in which he lives. By just so much as you add to the virtue and intelligence of the inhabitants of the township do you add to the value of its acres. It is thus that it is true that 'every man's sin is every other man's business.' It is just as true that 'every man's ignorance is every other man's business.'"

Evils of want of Classification.—Hon. Henry Barnard thus sets forth the evils that result from the lack of proper classification of Schools:—"From the number of class and individual recitations, to be attended to during each half-day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly is cultivated and tested; where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contact with the mind of each pupil, to arouse, interest, and direct its opening powers; instead of all this and more, the brief period passed in recitation consists, on the part of each teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book, and on the part of the pupils, of saying their lessons, as the operation is most significantly described by most teachers, when they summon the class to the stand. In the meantime, the order of the School must be maintained, and the general business must go forward. Little children, without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; problems must be solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities—were it not an utter perversion of the noble objects for which Schools are instituted—it would be difficult to conceive of a more diverting farce than an ordinary session of a large Public School, whose chaotic and discordant elements have not been reduced to system by proper classification. The teacher—at least the conscientious teacher—thinks it anything but a farce to him. Compelled to hurry from one study to another, requiring a knowledge of methods altogether distinct; from one recitation to another equally brief and unsatisfactory, one requiring a liveliness of manner that he does not feel, and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares; from one case of discipline to another pressing on him at the same time—he goes through the same circuit, day after day, with a dizzy brain and aching heart, and brings his School to a close with a feeling that, with all his diligence and fidelity, he has accomplished but little good."

3. AMENDMENT TO OUR OWN SCHOOL LAW RELATING TO TOWNSHIP BOARDS OF TRUSTEES.

In a memorandum addressed to the Government in 1871 on some amendments to the School Law, the following suggestions were made:—

"The 14th section of the School Act of 1871 might be amended so as to provide that School Sections which have erected *good* School-houses of a certain valuation to be determined, should be exempted from taxation for new houses in other parts of the township where this had not been done. It might be well to consider whether it would not be better further to amend the law, so as to authorize two or three of the existing School Sections (according to the size of the township), to unite and elect one member to the township board, to retain the existing boundaries (subject to alteration by the board) for taxation purposes, but to abolish them so far as they now restrict the right of each ratepayer to send his child to the School of the section in which he pays School rates."

VI. ADDITIONAL NORMAL SCHOOLS FOR THE PROVINCE.

1. It is gratifying to observe that one of the most important results of the operation of the School Law of 1871 has been the almost simultaneous demand all over the Province for additional Normal Schools.

2. The impulse which the uniform Examinations of Public School Teachers throughout the Province has given to the profession, can scarcely be over-estimated. When brought to the test of a uniform standard of excellence, many teachers throughout the Province felt that they were much below that standard, and a desire sprang up among them that they should avail themselves of the advantages of Normal School Training without delay. Hence the desire for the establishment of additional Normal Schools at various places in the Province.

1. THE VALUE OF NORMAL SCHOOL TRAINING IN ONTARIO.

3. We have in our own Province abundantly demonstrated the value to the Schools, and to the profession of teaching, of the Normal School established in 1847, and so successfully conducted for the last twenty-five years.

There are many among us who remember not only the inferior character of the teaching practised in most of our Schools twenty-five years ago (though there were many excellent individual Schools), but also the characterless class of very many of the teachers who were freely employed all over the Province. Men who had failed in other pursuits, men who had no adaptation to the work,—men whose drinking habits were a reproach to the neighbourhood, and men who had scarcely mastered even the merest rudiments of education, were in numberless Schools set over the youth of the country, and were without question entrusted with the responsible, and almost sacred duty of training the future men and women of the land. There were in many cases noble exceptions, in which men of sterling character, and unexceptional attainments, were employed; and these teachers and their labours are remembered with gratitude in many neighbourhoods to this day.

2. NUMBER OF NORMAL SCHOOLS ELSEWHERE.

There are in *England* and *Scotland* 38 Normal or Training Schools (almost entirely denominational), and one in *Ireland*. These Schools were in 1870–71 attended by upwards of 3,000 students. Admission to them was by competitive examination, open only to those who intend to adopt or follow the profession of teaching, and who have either served the apprenticeship of “pupil teacher” or are over 18 years of age.*

The expenditure for these Schools is about \$600,000 per annum. The original cost of the buildings for them was \$1,540,050.

In the *German Empire* there are about 100 public and 40 private Training Schools for teachers.

In *Norway* and *Sweden* there are 15 Normal Schools; in *Switzerland*, 4; in *Portugal*, 2; and several for females are projected under the new School Law of *Turkey*.

*The experienced Agent of the State Board of Education for Massachusetts (A. P. Phipps, Esq.), in speaking of the age at which students should be admitted to the Normal School, remarks:—

“I am decidedly of the opinion that it would be wiser to add a year to the minimum age required for admission to the Normal Schools, at least for the ladies, and not admit any under seventeen years of age, than to admit them at sixteen as now required, or considerably under sixteen, as occasionally permitted. With a higher standard of scholarship for admission, and with greater maturity, physical and mental, of those admitted, I think we should secure a superior class of teachers for graduation, and thus elevate the character of our Normal Schools.”

STATES.	TOTAL.			Number of Schools in which Drawing is taught.	Number in which Vocal Music is taught.	Number having Model Schools.
	No. of Schools in each State.	Number of In-structors.	Number of Students.			
Alabama	1	5	14			
Arkansas	1	3	40	1	1	1
California	1	6	181	1		1
Connecticut	1	5	149	1	1	
Delaware	1	10	35	1	1	1
District of Columbia	1	6	38	1	1	1
Illinois	9	47	635	4	7	5
Indiana	1	10	96			1
Iowa	3	12	325		1	
Kansas	2	12	195	1		1
Kentucky	3	6	30		1	1
Louisiana	1	4	14	1	1	1
Maine	4	41	251	3	3	3
Maryland	2	14	352	1	1	2
Massachusetts	7	62	1032	4	4	3
Michigan	1	9	296	1	1	1
Minnesota	3	23	388	2	2	2
Mississippi	2	9	134	2	2	1
Missouri	6	36	724	3	3	2
Nebraska	1	5	105	1	1	1
New Hampshire	1	7	102	1	1	1
New Jersey	2	20	230	2	2	1
New York	10	121	1749	7	6	7
Ohio	11	83	1734	8	9	4
Oregon	1	7	5		1	1
Pennsylvania	6	72	1111	6	6	5
Rhode Island	1	17	130	1	1	
South Carolina	1	3	92	1	1	
Tennessee	3	21	236	3	3	1
Vermont	3	18	253	2	3	2
Virginia	2	19	286	2	2	1
West Virginia	5	27	443	3	4	3
Wisconsin	4	33	373	2	3	3
Total	101	773	11778	66	74	57

THE PER CAPITA allowance of the several States named herein to their respective State Normal Schools.

LOCALITY.	Enrolment 1872.	Appropriation 1872.	Per Capita Amount.	LOCALITY.	Enrolment 1872.	Appropriation 1872.	Per Capita Amount.
		\$	\$			\$	\$
Fredonia, N. Y.	141	24,000	170	Framingham, Mass.	100	10,296	102
Toronto, Ont.	172	23,645	137	Oshkosh, Wis.	158	15,910	100
Buffalo, N. Y.	164	18,000	110	Plattville, Wis.	125	12,240	98
New Britain, Con.	133	12,000	90	Emporia, Kansas.	171	11,500	67
Westfield, Mass.	140	12,548	89	Potsdam, N. Y.	(*)	18,000	
Peru, Nebraska	90	7,500	83	+ Cortland, N. Y.	370	23,712	64
Englewood, Ill.	147	12,000	82	Terre Haute, Ind.	158	10,000	63
Bridgewater, Mass.	150	12,091	80	Trenton, N. J.	204	12,000	60
Ypsilanti, Mich.	250	20,000	80	+ Peoria, Ill.	86	4,600	53
Whitewater, R. J.	186	13,695	74	Millersville, Penn.	(*)	Expenses	
Providence, R. J.	140	10,000	71			44,420	
Oswego, N. Y.	260	18,000	69	Edinborough, Penn.	(*)	Expenses	
Salem, Mass.	160	10,894	68			12,797	
Brockport, N. Y.	(*)	18,000		Saint Cloud, Minn.	79	6,000	76
Normal, Ill.	460	31,369	68	Mankato, Minn.	204	9,000	44

* Unknown.

+ Including an extra appropriation of \$5,424 24.

+ This is the County Normal School, and its support is reported as not yet adequate to its needs.

Hungary.—During the last three years the Hungarian Government has expended 75,000 florins for raising the standard of education among the teachers, by enabling some of them to take a journey, and make themselves acquainted with the system of instruction in other provinces and foreign countries, and to study at certain foreign seminaries. In 1868, 5 students of teachers' seminaries were thus sent out; in 1869, 24, and in 1870, 25, with an annual stipend of 1000 florins each. In 1869, 36 teachers received a travelling stipend of 300 florins each. Twenty new seminaries are to be established, and those gentlemen who have returned from such educational journeys will be appointed professors.

Belgium.—There are three kinds of Normal Schools in Belgium, viz., government Normal Schools, 2; normal courses (sections normales primaires) 5; and Normal Schools not supported by the government (écoles normales agrées) 7; making the total number of Normal Schools 14.

VII.—COUNTY TEACHERS' INSTITUTES.

In my last report I stated and gave examples of the earnest desire felt among teachers for the establishment of county teachers' institutes, as authorized by law. In reference to this desire, and in compliance with applications of teachers made to him, Dr. Sangster, late Head Master of the Provincial Normal School, has gratuitously devoted a large portion of his time, during the summer and autumn of the current year, in holding teachers institutes in no less than *seventeen* counties, and has engaged to hold teachers' institutes in several other counties, but has been compelled to decline other applications for want of time. The expenses of these institutes have been defrayed by the teachers themselves, and the attendance at them has averaged 142 teachers, varying from 77 to 310 teachers. At these institutes Dr. Sangster has delivered *fourteen* public lectures, and no less than *one hundred and thirty-eight* institute lectures to teachers. Dr. Sangster's abilities as a lecturer, as well as teacher, are of the highest order, and his experience varied and practical. The more than two thousand teachers who listened to his instructions and illustrations were delighted and profited, and, in all cases, expressed an earnest desire that he would repeat his visit. These extemporized institutes have proved powerful auxiliaries to the Normal School training of teachers, and have inspired the teachers with an ardent interest in their profession, and an earnest desire to improve themselves in it. I trust that provision will be made for holding these institutes annually in all the counties of the Province, as a most potent additional agency to elevate and increase the efficiency of the Public Schools and of the teacher's profession.

1. NUMBER OF TEACHERS' INSTITUTES HELD BY DR. SANGSTER IN 1873.

No.	No. Inspectors	COUNTY.	No. Head Masters, High Schools.	No. Teachers, Pub. and H. Schools.	Total No. Teachers, &c.	No. of Institute Lectures.	No. of Public Lectures.
1	2	Hastings	4	100	106	7	1
2	4	Huron	2	160	166	10	1
3	1	Prince Edward	1	75	77	10	1
4	3	Brant	3	140	146	10	1
5	2	Perth	3	150	155	10	1
6	7	{ Middlesex	3	300	310	10	1
7		{ Lambton					
8	4	Waterloo	2	200	206	10	1
9	1	Durham	3	120	124	10	1
10	3	{ Lennox	2	130	135	10	1
11		{ Addington					
12	2	Northumberland	4	150	156	10	1
13	1	Wentworth	2	110	113	10	1
14	2	Peterboro'	2	120	124	10	1
15	3	Oxford	2	150	155	11	1
16	3	{ Lincoln	2	150	155	10	1
17		{ Welland					
	38		35	2055	2129	138	14

A few others are yet to be held in 1873.

2. GREAT VALUE OF TEACHERS' INSTITUTES IN AWAKENING INTEREST.

The following testimony as to the great influence of Teachers' Institutes on the teachers' profession, and of promoting educational zeal, is of interest and value. The superintendent of one of the neighbouring States says :—

"If any one doubts the utility of County Teachers' Institutes, such an acquaintance with their practical workings and results, as I have enjoyed during the past four years would effectually remove such doubts. In some counties the first real impulse to the cause of education dates from the first Institutes held in them. They have done incalculable good. Not only has the enthusiasm of teachers for their profession been kindled by them, their ideas enlarged, and their knowledge of methods increased, but the interests of parents and the public generally awakened in behalf of the cause of popular education. 'They have saved many an inexperienced teacher from despondency and failure. They have placed in many hands the key of success for lack of which they had groped in darkness. They have sent many weary hearts back to their School-rooms full of the inspirations of hope. They have imparted to each one the collected wisdom and experience of all, and thus reduplicated the teaching power of a whole country. They have so held the mirror of true excellence, that all could see in what it consisted, and thus enabled many a community to judge and act more wisely in the choice of teachers. They have been the forums where popular errors and fallacies have been discussed and exposed, and great truths in educational philosophy have been vindicated.'"

The United States Commissioner of Education at Washington, in surveying the educational field in the various States, remarks :—

"It is gratifying to observe how widely and uniformly the Teachers' Institutes have been employed through the country for the improvement of teachers, and through them of the Schools. Many of the ablest teachers and educators have contributed to their success. For many teachers they are the only source of correct ideas in regard to the methods of instruction, discipline and School management. They scatter the gems of the best thought upon education, and, by the general attendance of the citizens of the places where they are held, contribute greatly to improve the public mind, and correct and elevate the educational sentiment."

3. STIMULATING EFFECTS OF TEACHERS' INSTITUTES.

The Superintendent of Iowa thus describes the effect of Teachers' Institutes in his State :—

"In some of the counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing ; and we have been informed that the effect on the teachers' profession in those localities, and on the School officers, and on the condition of the Schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable system of State supervision, which keeps the machinery of popular education running ; but also, and chiefly, a stimulus to the teacher, and through him a mighty agency for arousing and shaping all the School elements of the country. The framers of the law have borne testimony to the value they place upon this part of the School-work, by providing that a teacher's attendance upon an Institute, whilst the term of his School is in progress, shall cause no reduction in his stipulated wages ; and that it shall even be made binding upon him, as a condition for his securing a certificate, that he be in attendance, unless unavoidably prevented.

"I have met two hundred and forty teachers in convocation in a single county. And it is a grand sight, and a privilege to be envied, to stand before an audience of such labourers in the cause of universal, free education.

"One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion : 'No other agency has done more to strengthen and vitalize our system of public education than the meeting of teachers, School officers and friends of Common Schools, known as Teachers' Institutes.'"

4. SUGGESTIONS AS TO MODE OF CONDUCTING TEACHERS' INSTITUTES.

The Superintendent of the State of Minnesota make the following general remarks on the mode of conducting Institutes. Full instructions, however, will be issued on the subject :

"In order that a Teachers' Institute may be profitable to those in attendance, the teaching exercises should be by the best and most experienced teachers that can be procured. The character of the teaching must be confined principally to instruction in methods and matters strictly professional ; and less to the instruction in the branches of study required to be taught in School.

"The plan of conducting the State Teachers' Institutes has been as follows :

"Teachers were required to assemble punctually at 9 o'clock, Monday morning, and to be present at all the exercises, day and evening. The daily instructions were confined to methods of teaching the common branches required by law ; special attention being devoted to the oral elements of our language, phonetic spelling, &c.

"Questions were submitted to the class during each exercise, for the purpose of fixing more firmly the principles enunciated. At the close of each day some time was spent in answering questions from the 'Question Box.' The evenings were devoted to the discussion of School matters by teachers and citizens, or to lectures, as might be previously arranged."

5. WRITTEN EXAMINATIONS AT THE CLOSE OF THE INSTITUTE.

The following valuable practical suggestions occur in the last report of the State Superintendent of Maine: that of holding written examinations for certificates at the close of the examination. That plan might be adopted with profit at the close of the Institutes in midsummer. The Superintendent states that in Maine "more than forty County Institutes have been held the past year, with an attendance of nearly four thousand teachers. These Institutes have been conducted entirely by our County Supervisors.

"The written examination on the closing day of the Institute has constituted one of the chief features in the Institute work of the past two years. In my humble estimation there can be no doubt about the value of this last day's work, and the accompanying issue of graded certificates. It serves as a point to reach, a mark to aim at during the preceding days ; it stimulates the industrious to increased activity, and drives away the drones ; it indicates the weak point in the teacher's attainments, and intimates the direction for future efforts ; especially does such an examination bring to the surface and to notice the truly meritorious and persistent teacher—persistent in a laudable determination and ambition to master his profession. More than fifteen hundred graded certificates have been thus issued the past year. School agents and superintending School committees are now beginning to ask teachers to exhibit their record at the Institute examination. This is right, and corresponds to the New York plan of employing as teachers only those who have attended the institute."

VIII.—SUPERANNUATION OF WORN-OUT TEACHERS.

Having in my last report entered fully into the question of the "Duty of Teachers to provide for the support of those worn out in the profession," I need only in this report refer to one or two points.

1. REGULATIONS ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION.

I. Teachers who became superannuated or worn-out on or before the first day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this fund according to the number of years they have respectively taught a Public School in Ontario, by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

II. Every teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this fund, must have contributed

to it at the rate of five dollars per annum for each year from the time when he began to teach up to the time of his first annual subscription, and four dollars (as required by Statute) for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars].

III. No teacher shall be eligible to receive a pension from this fund who shall not have become disabled for further service while teaching a Public School, or who shall not have been worn out in the work of a Public School teacher.

IV. All applications must be accompanied with the requisite certificates and proofs, according to the prescribed form. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the fund.

V. In case the fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them according to their respective periods of service.

VI. Communications and subscriptions in connection with this fund are to be sent to the Chief Superintendent of Education.

2. TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.

Since the passage of the Act, one hundred and eighty-one teachers have, as will be seen by Appendix I., retired from the profession. In their case the law provides "that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund."

Thus it will be seen that three important things have been provided for in this short and benevolent section of the Act, viz. :

1st. A retiring allowance for worn-out or disabled Public School teachers.

2nd. Repayment, with interest, to the widows of non-pensioned teachers of any moneys which they may have paid into the fund.

3rd. Provision for refunding to those who withdraw from the profession one-half of their payments to the fund.

3. COMPULSORY PAYMENTS TO SUCH FUND UNIVERSAL.

In a recent report on Popular Education in Victoria, Australia, the principle of compulsory payment to the Superannuation Fund is discussed as follows:—"In the Civil Service of India, retiring pensions are raised partly by compulsory subscriptions to a Superannuation Fund. Among the parochial teachers in Scotland, also a fund similarly raised, exists for granting pensions to teachers, and annuities to their widows. The teachers of Baden (and probably of other German States) enjoy, I learn, the benefits of an exactly similar plan; and, for the like good object, a fund is in the same way created among the clergymen of the Presbyterian and other Churches. Upon this principle, it would be easy to establish, without extra cost to the State, a Teachers' Superannuation Fund, to be raised by compulsory deductions made by the Board of Education from salaries and results only. As this subject is a very important one, I may be excused for going into details, and will therefore jot down my ideas as to the basis on which it should be developed. The Superannuation Fund should be created by *compulsory* contributions from all teachers, assistant-teachers, pupil-teachers, and work-mistresses, directly recognized by the Board of Education. The contributions should consist in a deduction of — per cent., made by the Board of Education, half-yearly, monthly, or otherwise, from the salaries and result payments to every school in receipt of aid. The rate of pension, varying according to sex and classification, should be so much for every year of service up to a given maximum. Pensions for teachers' widows should be awarded on the same principle. I deem it indispensable that a Fund should be raised by *compulsory contributions*, and that it should be managed by the Board of Education, who alone have the necessary machinery to make its collection and distribution an easy matter. My own belief, fortified by the opinion of the leading teachers in my district is, that the establishment of such a Fund would confer great advantages. It would comfort the declining years of aged teachers, worn-out by

good service; and it would offer an inducement to present teachers to continue in their occupation, and devote the best years of their life to teaching; and further, it might attract into the teachers' ranks many more men of the best and most desirable type."

4. PROVISION FOR SUPERANNUATION IN OTHER COUNTRIES.

Provision has since 1851, been made in Great Britain and Ireland for the retirement and superannuation of teachers. In June of this year, however, a Select Committee was appointed by the House of Commons: "to enquire whether, by a deduction from the Parliamentary Grant in aid of Public Elementary Schools, or by any other means, a provision can be made for granting annuities to the certificated teachers of such Schools upon their retirement by reason of age and infirmity." Several schemes were laid before the Committee, but no conclusions were arrived at. It is proposed to re-appoint the Committee and fully consider them next session. The first scheme proposed that every male teacher employed for not less than 30 years, and attaining the age of 55 years, shall be entitled to a pension of 20 shillings for each year of service. It also proposed that every female teacher employed for not less than 25 years, shall, on attaining the age of 50, be entitled to a pension of 13s. 4d. for each year of service. The Education Department to deduct from the Parliamentary Grant for 1872 one per cent., for 1873 two per cent., for 1874 three per cent., for 1875 four per cent. and for each subsequent year five per cent.

A second scheme proposed that (1.) the Pension Fund should be established by a percentage deduction from the salaries of all certificated teachers; (2.) that the pension should depend upon the length of service and the amount contributed by the teacher; (3.) that a service of forty years should entitle a teacher to the maximum pension (amount not stated); (4.) that teachers permanently disabled should receive an annuity after ten years' service (or a gratuity for a less period of service); and (5.) that a teacher should be entitled to a pension after the age of 50 years.

A third scheme proposed as a minimum scale of pension, one-third of the average salaries of male and female teachers; (2.) that all certificated teachers should pay an annual premium to ensure this minimum scale.

A fourth scheme laid down the principles (1.) that whatever was done by Government should be in the nature of a grant in aid; (2.) that every one qualified to be a recipient should be absolutely certain of receiving it; (3.) that, within a certain time, the amount and the age at which the pension becomes payable to be left to the choice of each teacher; (4.) that no annuity begin before the annuitant has reached the age of 50 years, and (5.) that no annuity be of greater value than £1 for each year of service.

In *Germany* proper, teachers' widows receive an annual pension of 100 florins and teachers' orphans of 20 florins.

In *Hesse* a new pension law has been passed which enables superannuated teachers to pass the close of life in comparative ease.

In *Sweden and Norway* examined teachers of the elementary School, who have reached sixty years of age, receive, on retiring, after thirty years of service, three-fourths of their annual income as a pension. Pensions are also granted, in some cases, after twenty-five years of service, but with some deduction in amount.

In *Belgium* the Government has taken a lively interest in the teachers, and endeavours to ameliorate their position by presenting to Parliament the draught of a new law, according to which the provincial pension funds of teachers are to be united into one common fund, and the contributions are to be raised considerably, while the number of years entitling to a pension is to be lessened.

In the *German Empire* much has been done during the last few years to increase the pensions of superannuated teachers. Data could be obtained only from a few German states, which are given in the following table:—

STATES.	Pensions (in thalers) paid to Teachers after a service of									
	5 Years.	10 Years.	15 Years.	20 Years.	25 Years.	30 Years.	35 Years.	40 Years.	45 Years.	50 Years.
Hamburg.....		400	400	400	533	600	600	640	640	800
Brunswick.....	265	326	385	445	504	565	625	685	744	800
Saxe-Cobourg-Gotha.....	320	330	380	440	500	560	620	680	740	800
Baden.....		330	400	480	560	640	720	800	800	800
Saxony.....		266	287	288	332	392	460	560	640	640
Prussia.....			240	240	240	320	320	352	352	352

In *Bavaria* the Government intends to increase the salaries of all teachers in active service by granting an increase of salary after several years of service, by giving pensions to superannuated teachers, and by taking care of the widows and orphans of teachers.

In *Hesse* the Chambers, in September, 1871, discussed the position of the elementary teachers, and almost unanimously resolved to urge the Government to raise the decidedly insufficient salaries, and the pensions of teachers' widows.

Basle City pays the largest pensions to teachers' widows and orphans. The pensions vary from 150 francs to 450 francs annually, according to length of service. The total sum paid for pensions was 6009 francs.

In *Geneva* the Cantonal School Board resolved to discontinue the system of paying pensions to teachers from the Cantonal treasury, but to make the existing Teachers' Widows and Orphans Union more useful by making it obligatory for all teachers to join this Union by raising the amount of contributions.

5. DISTINCTIONS OF HONOUR CONFERRED ON TEACHERS.

The following examples of the honour paid to successful teachers in Europe will be read with sincere pleasure. I should rejoice to see a provision in our School Law whereby there would be some means of officially marking the public sense of obligation and respect to long and successful teaching in this Province. What was so gracefully done in this direction elsewhere should also be done in Canada:—

As a characteristic sign of the times, it deserves to be mentioned that during the year 1871, one teacher received the golden cross of merit of the first class, seven the golden cross of merit of the second class; and eight teachers the silver cross of merit of the first class—all for long and faithful services in the cause of education. A few short years ago this would have been impossible in Austria, as the elementary School teachers were, as a general rule, considered but little better than servants or day-labourers.

The father of the present Minister of Public Instruction lives at Würzburg as a simple elementary teacher. On the 12th September, 1871, he celebrated the fiftieth anniversary of his having entered the teachers' profession, in which he, during this long period, had been an untiring and enthusiastic worker. On this occasion he was decorated with the Ludwig's Order, and was honoured by a congratulatory letter from the king's own hand.

At the town of Bremgarten, Mr. Kottman celebrated the fiftieth anniversary of his having entered the teachers' profession. It is of rare occurrence that a man will be able to stand the wear and tear of fifty years' service as a teacher, and it was, therefore, but a fit tribute that the whole town united in doing honour to this veteran on his festival day.

IX.—THE PRESENT SYSTEMATIC INSPECTION OF THE SCHOOLS.

No one can read the extracts from the general remarks of the Public School Inspectors, which are published in Appendix B to this Report, without being impressed with the fact of the competence and efficiency of the present Inspectors of the Public Schools. They have, as a whole, entered upon their work with a heartiness, an intelligence, and a zeal which augurs well for the future welfare of the Schools, and which indicates a reality and thoroughness in the work of supervising the daily work in them.

It has been well said by Dr. Fraser, the present Bishop of Manchester (who, in 1865, visited this Province, and made his report to the English Commissioners on our Schools)—that “*Inspection is the salt of elementary education.*” He goes on to insist upon its application to the higher schools of England, and says: “The publicity with which ‘all material facts’ relating to each school ‘are annually made known to the State,’ through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in education in that commonwealth in the last thirty years.”

As to the felt necessity for our present system of School Inspection in Ontario, we have the testimony of the Bishop. He remarks:—

“Thorough inspection of Schools, such as we are accustomed to in England, is a great desideratum both in the States and Canada (page 8). * * * Something like our English mode of inspection of Schools, *by a body of perfectly independent and competent gentlemen*, would be a great and valuable addition to the School system both of the United States and Canada. * * * In fact, *the great desideratum of the Common School system, both in Massachusetts and generally in the States, is adequate, thorough, impartial, independent inspection of Schools.* In New York and Pennsylvania, a system of supervision by counties or wide districts has been introduced, and is at work with tolerable success; but even here, the Superintendents (or Commissioners, as they are called in New York) appear, from their reports, to be more or less hampered by local prejudices and jealousies, and their salary is in part provided by the district which is the sphere of their labours. They are elected, too, in Pennsylvania, by the ‘School Directors’ of the several townships; in New York, by the electors of assembly districts, by ballot. A similar organization is strongly recommended by the Ohio State Commission. * * * The agent of the Massachusetts Board of Education, in a lecture, says:—‘My observations, on visiting thousands of Schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our cities and large townships, *who shall devote his whole time to the care and improvement of the Schools.*’” (Page 25.)

In discussing the defects in the Administration of Schools in the United States, Dr. Fraser says: “The supreme control of the Schools is too absolutely in the hands of local administrators, *with no absolute guarantee of competency.* The inspection, even, of County Superintendents and Commissioners is often found to be nugatory and ineffective. Legal requirements are constantly ignored or evaded, and a properly authenticated and independent officer, like Her Majesty’s Inspector of Schools among ourselves, armed with visitatorial powers, and with means provided for giving effect to his recommendations, appears to be the element wanted in the machinery of the system, to give it that balance which the complication of its parts requires.” (Pages 61, 62.)

The travelling agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter:—

“It has been said, and with great truthfulness, that ‘the most important branch of administration, as connected with education, relates to School Inspection.’ It is asserted by some careful observers, that the Dutch Schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only in Holland; and this superiority is attributed entirely to a better system of inspection. *This is the basis on which the whole fabric of their popular instruction rests.* The absence of such a thorough supervision of Schools as is maintained in Holland with such admirable results, is the weakest part of our system.

“What is needed for all our Schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said, ‘Take care how you choose your Inspectors; they are men whom you ought to look for ‘lantern in hand.’”

“A School,” says Everett, “is not a clock, which you can wind up, and then leave it to go of itself. Nor can other interests be thus neglected. Our railroads and factories require some directing, controlling, and constantly supervising mind for

their highest efficiency, and do not our Schools need the same? To meet this great want, eleven of the fifteen cities of our State, and numerous large towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their Schools in consequence."

2. SPIRIT IN WHICH INSPECTION SHOULD BE PERFORMED.

The regulations in regard to inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. I will, therefore, only repeat here what I wrote on this subject in 1846 and 1850, when our present system of education was inaugurated, I said :—

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the teacher, but he should do something more. He should, some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with Schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of School education, who seeks the office of Inspector without being qualified and able to fulfil all its functions.

3. SUMMARY OF THE BENEFITS OF A THOROUGH SYSTEM OF INSPECTION.

The State Superintendent of Maine, in his last report, thus sums up the benefits of an efficient system of inspection for the Public Schools. "It promotes" (he says):—

"1st. An increased interest among the people in relation to public education.

"2nd. Systematic efforts to improve the Schools on the part of educators and School officers.

"3rd. An improvement in the scholarship of teachers, and in the quality of their instruction.

"4th. More intelligent supervision on the part of trustees.

"5th. A quick appreciation and promotion of those who are likely to prove our best teachers.

"6th. Increasing indirectly the average attendance of Scholars.

7th. Raising the compensation of teachers.

8th. Furnishing the State with a number of competent Institute instructors.

9th. Elevating and sustaining public sentiment in giving it a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence.

X.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. SEPARATE COURSE OF STUDY FOR THE HIGH SCHOOLS.

1. One important object of the law of 1871 was to discriminate, by a clearly defined line in the course of study, between Public and High Schools, and to prescribe a separate programme of studies for High Schools. In practice it had been found that, in the anxiety of trustees and masters of a majority of our High Schools to crowd children into these Schools, in the hope thereby to increase the grant to their Schools, they had virtually merged the High into the Public School, with the nominal addition in most cases of only a little Latin and Greek. The object of the High School sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work.

2. In point of fact, the High Schools have never occupied the position which they ought to have done in the country. They were originally designed to be Classical Schools, but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes—thus being made and viewed as a kind of aristocratic Schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to, the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the High School Boards have had to seek amalgamation with the Public School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist as before, since the Legislature has in effect declared that High Schools shall be provided for by local rate equally with Public Schools. It should be remembered, however, that the experience of the great cities in the neighbouring States shows, that consolidating all the Public Schools in cities and towns under one Board of Management, and that Board elected chiefly by the ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Public Schools.

3. In the programme of study for High Schools, prescribed under the new Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for girls as well as for boys. When it is provided in the Act that in each High School "provision shall be made for teaching to both male and female pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower or elementary branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all pupils to be eligible for admission to the High Schools for the study of classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England, but strangely overlooked hitherto, as little boys six and seven years of age have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English education. This anomaly is provided against by the new Act, in the future education of Canadian youth, at least so far as the Public High Schools are concerned, and the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the *first four classes* of the Public Schools." It will be seen from the explanatory remarks preceding the programme, that some subjects of the fourth class of the Public School programme are omitted in regard to pupil candidates for the *classical course* of the High School. The examination for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

4. The fundamental principle of our system of Public Instruction is, that every youth before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are therefore, eligible for admission to the High Schools except those who have manifested proficiency in the subjects of the first four classes of the Public School programme, by passing a satisfactory examination.

5. It is to be observed also, that though pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four classes of the former, omitting Natural History, Chemistry and Botany, it is quite at the option of the parents or guardians of pupils, whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools, when they can enter an advanced class in the High School.

6. The objects and duties of the High Schools are two-fold :

First, commencing with pupils who (whether educated in either a public or private School) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above,) is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

2. OBJECTIONS TO THE HIGH SCHOOL PROGRAMME.

Objection has been made to the programme as too "high" for the Schools.

Those who urge these objections forget two things :

First, that High Schools are not, and cannot, under the statute, be made elementary Schools, any more than can Colleges and Universities be legitimately made High Schools ; and secondly, that it is the Legislature, and not the Council of Public Instruction, which has prescribed what subjects shall be exclusively taught in our High Schools,—that the programme is not an arbitrary dictation of subjects on the part of that Council, but is simply the mere arrangement, in a convenient and intelligible form, of the subjects which the Legislature itself has decided to be the essential subjects of study in High Schools. The Legislature has declared that in each High School there shall be taught "*all of the higher branches of a good English and commercial education.*" As an evidence of the flexibility of the High School law, the Legislature has further provided most liberally that some of these Schools may be classical, and some of them English High Schools. No provision has, however, been made by the Legislature, nor authorized by the regulations, for giving instruction in the elementary branches, either in "preparatory," or other unauthorized classes in the High Schools. The Legislature has already made such ample provision in our Public Schools for teaching these subjects, that to teach them in the High Schools would be an interference with the province of the Public Schools. It has, therefore, wisely restricted the teaching in the High Schools to "all the higher branches of a good English and Commercial Education," &c. The Council of Public Instruction, if it has erred at all, has done so in the direction rather of lowering than of maintaining the proper standard of High School instruction which the Legislature has set up. Thus for instance the Legislature has declared that in the High Schools shall be taught "*all the higher branches of an English and Commercial Education,*" &c. And yet the Council has fixed the standard of admission to High Schools quite below these "higher branches;" for it has permitted pupils to enter High Schools from a point midway between the 3rd and 4th (out of the six) classes which are prescribed for the Public Schools. We have, therefore, the singular fact presented to us, that both Public and High Schools are doing substantially the same work as laid down for the 4th (in part) 5th and 6th classes of the Public Schools, and for the 1st, 2nd and 3rd classes of the High Schools !

3. THE TRUE PLACE OF THE HIGH SCHOOLS IN OUR NATIONAL SYSTEM OF EDUCATION.

Again, it has been urged that a lower grade if not a narrower range of subjects would be quite sufficient for the wants of the country, &c. ; and that it is unreasonable to require High School Boards to bring these Schools up to the prescribed Legislative standard, as laid down in the official programme.

A more unwise and untenable objection could not have been urged. Those who do so, look at the question from a purely local and narrow standard point. They forget that the fundamental principle involved in the adoption by the country of a complete "national system" of education, stands opposed to such views, and that a national system must of necessity leave no room for private or denominational efforts to supplement it, but must include within itself a systematic and complete gradation of Schools from the lowest ele-

mentary School up to the University itself, without a missing link, or break in the chain. They either forget or ignore the fact that this is the theory—the very fundamental principle on which our Canadian “national system” of education is based; and that while the Legislature has strictly defined the limits and functions of each class of its national Schools, it has most liberally provided in an ascending scale of remuneration for the support of each class.

Thus, it provides for the elementary Public Schools, and declares that they shall be free to every youth in the land. Next it provides specifically for a superior grade known as “High Schools,” which shall form the connecting link between the elementary schools and the University, and declares that these Schools shall teach such “higher” subjects, and such “higher” subjects only as it prescribes. Lastly, it sets apart a liberal portion of the public domain for the maintenance of a Provincial College and University (the functions of which are also defined by Parliament itself).

These Institutions in their teaching are not allowed, nor do they think of interfering with, or trenching on the domain of the High Schools, as do many High Schools on that of the Public Schools, even beyond that point which is allowed by the Council, (as is urged) as a matter of right and of expediency.

4. OBJECTION AS TO THE NUMBER OF TEACHERS IN THE HIGH SCHOOLS.

Secondly, objection has been made to the number of teachers to be employed in the High Schools. On this point the Legislature has given no doubtful expression of its opinion. In the statute of 1853, as consolidated in 1859, it prescribed certain subjects of instruction for the High Schools, and declared that provision should be made for teaching these subjects according to a programme and general regulations prescribed by the Council of Public Instruction, and in a subsequent part of the Act, it specifically defined the duties of trustees, and distinctly declared that it should be “the duty of each High School Board [in making provision for teaching the prescribed subjects according to the programme and general regulations], to appoint the master and other teachers in such School, and to fix their salaries and prescribe their duties.”

Each Board was also authorized “to appoint such other officers and servants as they shall judge expedient,” &c.,—thus giving them a discretion in regard to the latter but none whatever in regard to “the masters and teachers,” whom they were required by law to appoint in each High School.

It further requires them to apply “the moneys received” towards making up “the salaries of teachers,” &c., (not “a teacher,”) and it requires trustees, on the union of a High and Public School, to make “ample provision” for giving instruction to the pupils in the elementary English branches of the Public School department “by duly qualified English teachers.” The Act of 1865 further provides for the settlement of all differences between trustees and “head masters and teachers” in regard to salary. As each School must have a head-master (whose qualifications are prescribed), the “teachers” referred to in that statute must, in all cases, be the assistants provided for in the Act of 1859. Further, the Act of 1871 prescribed certain additional subjects to be taught in the High Schools, and provides that “the Council of Public Instruction shall have power to exempt any High School, which shall not have the necessary funds to provide the necessary qualified teachers, from the obligation to teach the German and French languages.” Apart, therefore, from the provisions of the statute which (speaking of the duty of each High School Board) makes it obligatory on such Board to “appoint the master and other teachers in such Schools,” the subjects themselves (which the Legislature has prescribed to be taught in each High School), require the full time of the head-master, and at the least that of one or more assistants, to teach them to the pupils. The number of pupils attending the School is immaterial, as the same subjects (which are prescribed by the Legislature) and the same number of classes are required in each School according to the programme, whether the pupils in attendance be many or few.

5. AMPLE PROVISION NOW MADE BY THE LEGISLATURE FOR THE SUPPORT OF HIGH SCHOOLS.

Up to 1871, it was urged with some force, that while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necessary

means towards defraying the expenses of doing so. This was doubtless true to some extent in past years, but in 1871 it left the Boards without excuse on this ground. The statute of that year, as we have shewn, prescribed certain additional subjects of instruction for the High Schools (which gave a symmetry and completeness to the course of study in them), but it also provided most liberally for enabling the trustees to support these Schools and pay their teachers. Not only did it in that very year increase the High School grant from \$57,000 to \$70,000, but it also required the County and City Councils to provide by local assessment, and to furnish the trustees with \$35,000 more—making a total of \$105,000, or an average of \$1,000 for each High School!

Further, for the first time the Legislature authorized each High School Board to call upon the Council or Councils of the municipality or municipalities, in which the High School was situated, to provide whatever additional sum it might require “for the School accommodation and maintenance” of the High School; and it made it the imperative duty of the Council to provide these sums without question. While, therefore, the Legislature required each High School Board to provide for teaching “all the higher branches of an English and commercial [or classical] education,” and to employ a head “master and teachers” to do so, it also (in the School legislation of 1871) provided the ample means (as we have shown) of \$105,000, as a preliminary fund, at the rate of about \$30 per pupil, for the support of High Schools.

6. VAST DIFFERENCE IN THE RATIO OF THE GRANT TO HIGH AND PUBLIC SCHOOLS.

We will now contrast the liberality of the Legislature as shown to the High and to the Public Schools. It has been often said that the Legislature is willing to do anything for the Public Schools, but is chary in its favours to the High Schools. This we will shew to be simply a mistake,—a popular error. The Legislature has indeed liberally fostered the Public Schools, and the policy of the Education Department in the administration of the law has always been to stimulate local exertion, and to encourage a general interest in these “colleges of the people.” In this matter success has signally crowned its efforts; and the Public Schools of to-day stand well in popular esteem, and our School system as a whole maintains a high reputation abroad. But in the matter of Legislative aid to the Public and to High Schools, the latter have immeasurably the advantage, proving that the favour shown to them rather than to the Public Schools has been very marked and decided. Thus, while the Legislative grant to the Public Schools in 1872 was only *forty cents* (40 cts.) *per pupil*, it was within a fraction of *twenty dollars* (\$20) *per pupil* to the High Schools! Even with the addition to the Legislative grant of the prescribed municipal assessment, the Public Schools only receive at the rate of eighty cents (80 cts.) per pupil, while the High Schools generally received within a trifle of thirty dollars (\$30) and several of them more; for as each High School is entitled by law to a minimum grant at the rate of at least \$400 per annum, no matter how small its average attendance may be, it has followed that some Schools have received (including the county assessment) an aggregate sum of from \$35 to even \$45 per pupil in average attendance!

7. HIGH SCHOOL STANDARD IN MASSACHUSETTS.

It may be interesting in this connection to notice what is (and has been for many years) the provision in the laws of the State of Massachusetts, in regard to High Schools.

“Every township may, and every township containing five hundred families or householders” . . . shall “maintain a School, to be kept by a master of competent ability and good morals, who . . . shall give instruction in General History, Book-keeping, Surveying, Geometry, Natural Philosophy, Chemistry, Botany, the civil polity of this Commonwealth and of the United States, and the Latin language. . . . And in every township containing four thousand inhabitants, the teacher or teachers of the Schools required by this section shall, in addition to the branches of instruction in the Greek and French languages, teach Astronomy, Geology, Rhetoric, Logic, Intellectual and Moral Science, and Political Economy.” These Schools “shall be kept for the benefit of all the inhabitants of the town,” “not less than thirty-six weeks, exclusive of vacations, in each year.” Two adjacent townships having each less than five hundred families or

householders, may form one High School district, for establishing such a School . . . when a majority of the legal voters of each township, in meetings called for that purpose, so determine."

The Report of the Massachusetts Board of Education to the Legislature in 1870, says: "High Schools are maintained in 162 townships, (out of 335,) embracing in the aggregate 1,000,000 inhabitants, or 82 per cent. of the population." An examination of the United States census of 1870, shows that exactly 162 townships in Massachusetts had then a population of over 2,000, 96 of them having over 4,000. We shall therefore be very nearly correct if we consider the above law practically equivalent to requiring every township with a population of over 2,000 to maintain a High School."

8. STANDARD FIXED IN NEW BRUNSWICK.—1846.

Even as long ago as 1846, the Legislature of New Brunswick, in its Act, 9 Vic. cap. 60, prescribed that the following subjects should be taught in its County Grammar Schools, in addition to the elementary subjects of "Orthography, Reading, Writing, Arithmetic and English Grammar,") viz: "Composition, Ancient and Modern History, Natural History, Natural Philosophy, the practical branches of Mathematics, the Use of the Globes, the Latin and Greek languages, and such other useful learning as may be deemed necessary." It also prescribed that "there shall be an average number of fifteen scholars, over ten years of age in daily attendance" in every Grammar School."

9. TRAINED TEACHERS FOR HIGH SCHOOLS.

In order to secure a class of better educated men for High School Masterships, the present law was passed, requiring that each High School Master should be a graduate (in art) of some University in Her Majesty's dominions. Experience has proved the necessity of the addition of some training on the part of these gentlemen in the art of teaching, before undertaking the new and responsible duties of the Mastership of a High School.

XI.—COLLEGIATE INSTITUTES, OR LOCAL COLLEGES

The High Schools having been thrown open to girls, and provision having been made in them for giving a purely English education apart from classics, it was thought desirable to prevent the possible extinction, in our educational system, of a purely Classical School, which should serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached by any High School, the trustees of which desired to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty boys in Greek or Latin, and the employment, *bona fide*, of at least four masters, who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools. It is hoped that the establishment, throughout the country, of local Colleges, of the comparatively high standard which such institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the country, and will promote, in the highest degree, the best interests of superior education throughout the Province.

XII.—THE ESTABLISHMENT OF INDUSTRIAL SCHOOLS.

Although the School Law of 1850 authorized Boards of Trustees in cities, towns and villages, to establish "any kind or description of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "street arabs" of our cities, towns and villages, the section of the Act authorizing the establishment of these Schools was passed, as follows:—"42. The Public School Board of each city, town and village may establish one or more

Industrial Schools for otherwise neglected children, and make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School or Schools." The third section of the Act also provides, "that refractory pupils may be, where practicable, removed to an Industrial School."

With a view to afford information in regard to the manner in which Industrial Schools are managed elsewhere, I add the following sketch of the routine in an "Industrial School for Girls" in Connecticut. The State Superintendent in his report says:—

"The number of girls now in the School is nearly eighty. In most of them a marked improvement is noticed, both in conduct and study. Many of them came covered with rags and filth, hitherto ignorant, vagrant, friendless and depraved. Sixty per cent. were orphans. In nine cases out of ten their parents had been criminals or intemperate. Their early associations and surroundings were vicious and corrupting. The results prove the necessity of such an Institution. Already a manifest change is noticed in their language and conduct. The habits of order, neatness, obedience, industry and study here formed are all reformatory in their tendency.

"We have unlimited faith in the power of kindness. Not—that mawkish sensibility which forbids control, which like Eli says, "Why do ye such things?" but a love which restrains, even with physical pain, if necessary, always regretting the necessity, and always proving the motives to be only good. It does people good to discipline them. No character is fully developed that has not been restrained by law. To do just as one is inclined to is not productive of high character. A kindness that is patent, persevering, slow to wrath, but plenteous in mercy, that is willing to perform almost any labour and endure any privation to do one good, will induce reform where there is any possibility of it. If that fails, any other means would fail; the case is hopeless.

"Another principle we have faith in is liberty. It may be necessary to hedge confined criminals around with stone and iron to cause them to enjoy liberty.

"License is not liberty. Girls in this Institution are trusted. They are put upon their honour. Perhaps they have no sense of it.

"If not, it will not come by locks and bars. After proving themselves unfit for liberty, they are allowed to reflect for a time, deprived of it, and with the first sign of promise of honour are tried again. No girl is put under lock and key unless she forfeits the right to liberty. The reason for this is evident. She must be trusted some time. To cultivate with all possible rapidity that sense of honour which renders it safe to trust, is the shortest road to reform. When a girl can be fully and thoroughly trusted in all situations, she is no longer a subject for a reform School. How shall we know except by trial? Put her on her honour, give her some responsibility, and hold her to a strict account, and the sense of self-control will be developed most rapidly. What is the result here of this mode of treatment? Out of ninety-four girls, not one eloper is reported. All are accounted for. For more than one year no attempt was made to escape. Yet, we tell them they can run away any time, night or day, and they know they can, and that is one reason why they do not go. What one can do at any time is most generally neglected. They feel that forfeiting their honour is a greater disgrace than staying here for years. Of course, we try and make a pleasant home for them, to interest them in the various departments of labour and study. This is our home, our work, our School, our chapel, they say. Each girl is taught that she may honour or disgrace not only herself but the whole School, and every means is used to make them choose to stay and be contented and happy.

"A system of marking conduct was put in practice, which has produced good results. Every officer marks the conduct of every girl in her department, daily on a scale of five, if she is punished she gets 0; if reprov'd, 1, etc.. We mark 30 days for each month; have 3 grades and 8 badges, denoted by coloured ribbons, worn as a rosette as follows:—Badge 1, perseverance, black ribbon; 2, carefulness, green; 3, sobriety, dark blue; 4, neatness, red; 5, kindness, light blue; 6, industry, pink; 7, excellence, orange; 8, honour, white.

"The girls are allotted, one each month, to various departments, as cooking, washing, ironing, sewing, &c. Every one has a task for the morning, and all work is completed by the ring of the first bell at 1.30, p. m., when the girls prepare for School, where they remain from 2 to 5, p. m.

"Besides doing this, our girls have made over 40,000 paper boxes, and several of them have learned a trade, so as always to be able to get good wages, and hence have no excuse for a vicious life. In summer, the girls are employed to some extent in the open air. If we had the means to enable us to erect a hot-house, we should cultivate flowers and plants for market, thus adding another link to the chain of love to bind girls to this home."

The School Report of Massachusetts thus speaks of the Industrial School in that State:—

"The observations upon the reformatory character of this School, and its reflex influence upon boys inclined to truancy are confirmed by yearly experience. A system of rewards for meritorious conduct, by which a boy is able to reduce his sentence, has been put in practice, to a limited extent, with the best results. One boy has been pardoned as a reward for good conduct.

"By the influence of this School and the excellent discipline of the ungraded School, which is for one class of pupils antecedent to this, the discipline of all the Public Schools, it is believed, has been greatly benefited. There are records, years back, of wild insubordination and resistance to teachers. Scarcely a complaint of this kind has been made for a year. It has come to be understood that the whole influence of the School Committee, the City Government, the Police and the Court, and, better still, of the public sentiment, will sustain the teachers in the judicious exercise of all needed authority, hence, that authority is rarely questioned.

"During the period covered by this Report the truant officer has attended to 2,400 cases of reported truancy. He has returned to School 1,397 pupils. Forty-five persistent truants have been arrested and brought before the municipal courts. Twenty-two have been sentenced to the Truant School."

The Minister of Public Instruction refers to the Industrial Schools in the Kingdom of Holland as follows;—

"Such Schools have, during the last year or two, been founded in some of the larger cities, particularly in Amsterdam, Rotterdam, Groningen, &c. In the Amsterdam School there are at present 104 scholars (all boys); these receive an education which will enable them to earn a living immediately on leaving the School. The hours of instruction are from 8 a.m. till 8 p.m., with an intermission of two hours at noon. Fourteen hours a week are set apart for instruction in arithmetic, writing, mathematics, geography, chemistry, and natural philosophy; sixteen hours for instruction in cabinet-making, blacksmith's work, turning, telegraphy, &c.; eighteen hours for drawing, designing, and modelling. The whole course occupies three years. The annual expense for each scholar is 18 guilders (about \$7), which sum is partly paid by the parents and partly raised by subscription.

"There is likewise at Amsterdam an Industrial School for poor girls, where for 20 guilders a year (about \$8) girls are instructed in drawing, music, sewing, knitting, embroidering, nursing of the sick, and the elements of medicine and pharmacy.

XIII.—SUMMARY VIEW OF THE STATE OF NATIONAL EDUCATION IN VARIOUS COUNTRIES.

Having completed my more minute survey of our own system of Public Instruction, I would now devote a few pages to a brief survey of what is doing in the same direction in the principal educating countries in the world. I do not do so with any expectation that we can either approach or rival them in the aggregate of their educational labours or gifts; but we should not, in justice to ourselves, remain uninterested or silent spectators of their efforts and progress, and of their practical experiments in educational matters.

The information which I have gathered is taken chiefly from the Report of the United States Commissioner of Education at Washington for 1872.

1. ENGLAND AND WALES.

Code (1872) of Minutes of the Education Department.

1. A sum of money is annually granted by Parliament "for public education in Great Britain."

2. This grant is administered by the Education Department.
3. The object of the grant is to aid local exertion, under conditions, to maintain—
 - a. Elementary Schools for children ; and
 - b. Training Schools for teachers.
4. An elementary School is a School, or department of a School, at which elementary education is the principal part of the education there given, and does not include any School or department of a School at which the ordinary payments, in respect of the instruction, from each scholar, exceeds ninepence a week.
5. Aid to maintain Schools is given by annual grants to the managers, conditional upon the attendance and proficiency of the scholars, the qualifications of the teacher, and the state of the Schools.
6. No grants are made to elementary Schools which are not public elementary Schools.
7. No grant is made in respect of any instruction in religious subjects.
8. Officers are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Education Department.
9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Education Department, and persons appointed by the Department, as occasion requires, in the capacity of acting inspectors, or inspectors' assistants.
10. No grant is paid except on a report from an inspector, showing that the conditions of the grant have been fulfilled. The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

Annual Grants—Preliminary Conditions.

17. Before any grant is made to a School, the Education Department must be satisfied that—

- a. The School is conducted as a public elementary School, and no child is refused admission to the School on other than reasonable grounds.
- b. The School is not carried on with a view to private emolument.
- c. The School premises are healthy, well lighted, drained and ventilated, properly furnished, supplied with suitable officers, and contain in the principal School-room at least 80 cubic feet of internal space, and in the School-room and class-rooms at least 8 square feet of area for each child in average attendance.

d. The principal teacher is certificated (Article 43).

Exception.—Evening Schools may be taught by pupil teachers who have completed their engagement with credit (Article 79).

e. Notice is immediately given to the Department of the date at which the teacher enters on the charge of the School, from which data the grant is computed.

f. The girls in the School are taught plain needle-work and cutting out, as part of the ordinary course of instruction.

g. The infants, if any, attending the School, are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

h. Registers of admission and daily attendance, and accounts of income and expenditure are accurately kept and duly audited, and all statistical returns and certificates of character (Articles 67, 77 and 80) may be accepted as trustworthy.

i. Three persons have designated one of their number to sign the receipt for the grants on behalf of the School.

Exception.—The treasurer for a School board signs the receipt for grants to Schools provided by the board.

18. The grant may be withheld if, on the inspector's report, there appears to be any serious *prima facie* objection. A second inspection, wherein another inspector takes part, is made in every such instance ; and if the grant be finally withheld, a special minute of the case is made and recorded.

Grants to Day-Schools.

19. The managers of a School which has not met less than 400 times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

a. The sum of 6s. per scholar, according to the average number in attendance throughout the year (Article 26).

b. For every scholar present on the day of examination who has attended not less than 250 morning or afternoon meetings of the School.

1. If above four and under seven years of age at the end of the year (Article 13).

a. 8s., or

b. 10s. if the infants are taught as a separate department by a certificated teacher of their own, in a room properly constructed and furnished for their instruction.

2. If more than seven years of age 12s., subject to examination (Article 28), viz. :—
4s. for passing in reading ;
4s. for passing in writing ; and
4s. for passing in arithmetic.

20. 150 attendances (Article 23) qualify for examination.

a. Scholars attending School under any half-time Act, and

b. Boys above 10 attending School in a rural district.

21. If the time-table of the School, in use throughout the year, has provided for one or more specified subjects of secular instruction beyond article 28.

A grant of 3s. per subject may be made for every day scholar, presented in standards IV.—VI., (Article 28) who passes a satisfactory examination in not more than two of such subjects.

No grant may be claimed under this article on account of any scholar who has been examined in the same subject, within the preceding year, by the Department of Science and Art.

Grants to Evening Schools.

22. The managers of a School which has met not less than 80 times in the evening in the course of a year, as defined by Article 107, may claim—

a. The sum of 4s. per scholar, according to the average number in attendance throughout the year (Article 26).

b. For every scholar who has attended not less than 50 evening meetings of the School, 7s. 6d., subject to examination (Article 28), viz., 2s. 6d. for passing in reading, 2s. 6d. for passing in writing, and 2s. 6d. for passing in arithmetic.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours, nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour and a-half.

24. Attendance of boys at drill, under a competent instructor, for not more than two hours a week, and 20 weeks in the year, may, in a Day-School, be counted as School attendance.

25. Attendance may not be reckoned for any scholar above 18, or in a Day-School under 3, or in an Evening-School under 12 years of age.

26. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the same period, and dividing the sum by the number of times the School has met within the same period ; the quotient is the average number in attendance.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Teachers referred to in the Preceding Sections.

41. The recognized classes of teachers are—

a. Certificated teachers.

b. Pupil-teachers.

c. Assistant teachers.

42. Lay persons alone can be recognized as teachers in elementary Schools.

Certificated Teachers.

43. Teachers, in order to obtain certificates, must be examined (Article 44), and must undergo probation by actual service in School (Article 51).

Examination of Teachers.

44. Examinations are held in December of each year at the several Training Schools under inspection (Article 100).

45. A syllabus of the subjects of examination for male and female candidates respectively, may be had on application to the Education Department.

46. The names of teachers desiring to be examined, must be notified by the managers of their Schools to the Education Department, before the first day of October preceding the examination.

47. Candidates admissible to be examined for certificates must be—

a. Students who have resided for one year in Training Schools under inspection ; or
b. Teachers of elementary Schools (Article 4) to which annual grants are or may be made, who are upward of 21 years of age, and have either—

1. Completed an engagement as pupil-teacher satisfactorily ; or

2. Obtained a favourable report from an inspector.

48. Teachers attending the examination may, at their option, take the papers of the first or second year's students (Article 102).

49. A list is published showing the successful candidates of each year, whether students or acting teachers, arranged in four divisions.

50. The relative proficiency of the candidates, according to examination, is recorded upon their certificates.

Teachers' Certificates.

53. Certificates are of three classes. No certificate is originally issued above the second class. The third (lowest) class includes special certificates for teachers of infants and of small Schools.

Certificates of the First and of the Second Class.

54. Candidates who are placed by examination in any of the first three divisions (Article 49), receive certificates of the second class, which can be raised to the first class by good service only.

55. Certificates of the second class remain in force for ten years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Certificates of the Third Class.

56. Candidates who are placed by examination in the fourth division (Article 49), receive certificates of the third class.

57. Certificates of the third class do not entitle teachers to have the charge of pupil-teachers.

58. Certificates of the third class can be raised only by examination.

1. GERMANY.

Organization of the German Schools.

At the close of the war with France, demands were raised on all sides for a uniform organization of the German Schools, comprising a uniformity in the plan of instruction, the central, provincial, and local administration, examinations, education of teachers, salaries, and pensions.

German Teachers' Society for Raising the Standard of Public Schools.

In order to further this object the above-mentioned society was organized at Berlin. Their aim is : 1. To organize a course of instruction in conformity with the present standard of pedagogics. 2. To furnish the Schools with better and more modern apparatus furniture, &c. 3. The better education of teachers. 4. To raise the salaries of the teachers to a sum corresponding with the importance of the profession. 5. The supervision of Schools by men properly qualified for this important office. 6. The establishment of Adult Schools (Fortbildungsanstalten) throughout the country. 7. The establishment of public libraries. The Society hopes to reach its aim by influencing the Legislative powers, by establishing societies for the furtherance of education, and by spreading, through journals, pamphlets, and lectures, correct views regarding the aim of the German Public Schools.

General Educational Society.

A similar Society was organized at Dresden, under the presidency of Professor Leonhardi, of Prague. Its aim is to spread those general principles of education by which the German nation may become a nation of morally free, religious, and practical men. This Society, too, has organized branches in different parts of Germany.

General Attendance at School.

It is estimated that of the whole number of youth of school-age in the German Empire, from 96 to 97 per cent. attend the Elementary Schools. The higher Schools are only attended by 2 per cent.

Abolition of School Fees.

The abolition of School-fees has been advocated in many German States, and in some cities—Munich, Darmstadt, Gladbach, Dantzic, &c.—this measure has been carried out, while it has been proposed, and will no doubt be carried out, in Dresden, Leipsic, Passau, Ingolstadt, Elberfeld, Ansbach, &c. In the Bavarian Chambers, the Liberal members unanimously voted in favour of a resolution to abolish School-fees in all the Public Schools of the Kingdom, and to appropriate ten millions of florins from the French indemnification for a permanent School-fund. In all probability, this and similar measures will gain ground, and School-fees will be gradually abolished in the whole of Germany.

The Educational Committee of the Carinthian Provincial Parliament unanimously decreed the total abolition of School-fees, as utterly at variance with the principle of compulsory education.

The New Prussian School Law of 1872.

The following is a literal translation of the New Prussian School-law of March 11, 1872, assigning the superintendence of all the Schools, private and public to the State, that is to say, to the political society, and withdrawing this superintendence from the Clergy as Clergy or Priests, although the latter might be (and indeed are, largely appointed by the State, as School superintendents.

Law concerning Superintendence of Instruction and Education.

“WE, William, by the grace of God, King of Prussia, &c., &c., ordain, in conformity with article 23 of the constitution of January 31, 1850, with the consent of both Houses of Parliament, for the whole monarchy, as follows :

"Section 1. Abolishing every decree or direction in single portions of the land to the contrary, the superintendence over all institutions of instruction and education, private and public, belongs to the State.

"Section 2. The appointment of local and district School inspectors belongs to the State alone. The commission given to the State inspectors of primary Schools can be re-called at any time, if it be a secondary and additional, or an honorary office.

"Section 3. This law does not touch the participation in the superintendence of Schools belonging to the communes nor article 24 of the constitution of January 31, 1850.

"Section 4. The Minister of Public Instruction is charged with the execution of this law.

"Given, &c., &c., Berlin, March 11, 1872.

"WILLIAM.

"BISMARCK, and the seven Ministers of the Prussian Cabinet."

School Programmes.

A peculiar feature of German educational literature is the School programme, published annually by the gymnasia and the real-schools. It is an ancient and time-honoured custom, that every year the director or one of the professors writes a scientific essay on a subject chosen by himself. Many of these essays possess the highest literary merit, and the authors not unfrequently publish a collection of their essays in book-form. Some of them are of considerable length (upward of 100 closely printed pages), and they embrace the most varied subjects, as the following table for the year 1870 will show.

<i>Subjects.</i>	<i>No. of Essays.</i>	<i>Subjects.</i>	<i>No. of Essays.</i>
Philology	245	Philosophy	11
Education	208	Geography ...	7
History	76	History of Art	4
Natural Sciences	69	Bibliography.....	2
Mathematics.....	47		
Theology	18	Total.....	687

Society for the furtherance of Education in Germany.

After the German nation had brought the war against France to a victorious close, and had obtained the ardently desired end to have the whole of Germany united under one head, the wish was felt and uttered to draw all the German people more intimately together, especially by working in common for the cause of national education. For this purpose a number of prominent educators from all parts of Germany united and founded the "Society for the Furtherance of Popular Education." After having organized, they published as their aim: 1. To found Schools for persons beyond the School age, beginning with Schools for apprentices in cities, and as far as possible also Schools for young farmers, on the model of the Farmers' High Schools in Denmark. 2. To draw all the different German societies for educational purposes closer together, and unite them to common activity. 3. To establish a journal which should be exclusively devoted to the furtherance of liberal education, and which should also contain full educational statistics. 4. To appoint itinerant teachers, who are to hold lectures on important educational and social questions. Branch societies have been established in all parts of Germany.

3. ICELAND.

In Iceland, where every person can read and write, public instruction has an almost patriarchal character. Public Schools, in the proper sense of the word, there are none.

The head of a family instructs his children and servants, and every year the pastor comes twice to examine the progress they have made. He also continues the education received at the parental home, and thus it is no rare case to find farmers well versed in natural sciences and even in foreign languages. In Iceland, knowledge is considered the best and most valuable property a man can possess, and the long and gloomy winter evenings are in most of the farm-houses spent in reading the best authors of all nations and ages.

4. RUSSIA.

Private Educational Enterprises.

Great zeal is manifested by the provincial and city authorities for the furtherance of education. Thus the municipal council of St. Petersburg (*Duma*) has appropriated an annual sum of 75,000 roubles (3 francs 75 centimes each) for the establishment and maintenance of 28 new elementary Schools. The city of Riga has also appropriated a sum of money sufficient to found and maintain 6 new elementary Schools.

Ukase of the Emperor regarding Instruction in German.

Immediately on his return from a journey to Germany, during the summer of 1871, the Emperor published a ukase (order) directing the Ministry of Public Instruction to see to it that the German language should have more hours of instruction than the French, or any other modern language, in all the privileged private, day and boarding schools.

5. FRANCE.

Views of Prof. Philarète Chasles.

When, on March 8, 1871, Professor Philarète Chasles, of the College de France, delivered his famous lecture on "The Prussian Race," he ascribed the German victories partly to the precision of the military movements, and the excellent army organization, but also, partly to the superiority of the German popular education over the French system.

He praised the wide-spread knowledge of foreign languages and geography in Germany, and bewailed the exceeding neglect with which such knowledge was treated in France, mentioning the interesting fact that, among all the members of the Academy of France, there were only three who could speak English and German. He said that he had considered the cause of France lost at the very beginning of the war; and added, that what had ruined France was the utter incompetency of the nation and its leaders.

His numerous hearers, among whom were the very élite of Paris society, greeted his words with the warmest applause.

Qualifications of School Teachers.

From January 1, 1876, no one is to be trusted with the management of a School who cannot show the certificate required by the law of March, 15, 1850. The members of religious Sisterhoods who, on the 1st January, 1876, have already taught School for four years, are exempted from this. The expenses for elementary education must, in the first place, be met by the municipalities and the departments. Only in extraordinary cases the central Government grants aid. In every department there will be established a teacher's seminary for the education of male and female teachers. These seminaries will be entirely supported by the central Government, and the departments will only have to supply the buildings.

6. TURKEY.

Prizes for Turkish Text-books.

The Government has likewise set prizes for the Text-books written in the Turkish language. The highest prize (\$576, gold) will be given for a Turkish Grammar; eleven first prizes and eleven second prizes will be given for Text-books on morals, history, biography, geography, poetry, orthography, reading and writing. The lowest prize is to be \$144, gold. It is the intention of the Government to make the Schools more and more national, and to abolish the old Arabian system. It is hoped that thereby the historical, biographical and political works of Turkish literature will be made more popular, which hitherto were only known and read in the houses of the rich.

7. ITALY.

Provincial Educational Administration.

With the exception of the institution for superior instruction, which range directly under the ministry, each province has its own provincial administration, composed of the Prefect of the province, the School-Superintendent, appointed by the Minister, and six Councillors, two of whom are appointed by the Minister, two by the provincial chambers, and two by the municipal council of the capital of the province. Each province is subdivided into districts, each of which has its Inspector.

School Festival Days.

Festival days commemorative of famous Italians.—By Royal Decree of March, 4, 1865, festival days, commemorative of famous Italians, have been appointed, on which days orations on these men are delivered by a Professor of the Lyceum. The list is changed every year. Thus, during the last year, Marco Polo, Giacomo Leopardi, Galileo Galilei, Alfieri, &c.

8. UNITED STATES.

The total School population of the 34 States reporting was 12,740,751; that of the 7 Territories being 88,097; and the grand total 12,828,848. The enrolment in the 34 States reporting was 7,327,415; in the 7 Territories, 52,241; total, 7,379,656. The average attendance in the 28 States reporting was 4,081,569; in 4 Territories, 28,956; total, 4,110,525. The number not registered in the 34 States reporting was 4,569,127; in 6 Territories, 39,676; total, 4,608,803.

The number attending private elementary Schools in the 18 States reporting in full was 356,691; in 5 Territories, 7,592; total, 364,283. The number of teachers reported in 33 States was 216,062; in 7 Territories, 1,177; total, 217,239.

In the column of School age it appears that from 6 to 21 is the legal School age in Illinois, Indiana, Louisiana, North Carolina, Pennsylvania, West Virginia, and Arizona; from 6 to 20 in Kentucky; 6 to 18 in Nevada and Texas; 6 to 17 in the District of Columbia; 6 to 16 in South Carolina; 5 to 21 in 13 States and 3 Territories, namely, Alabama, Arkansas, Delaware, Georgia, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Ohio, Virginia, Colorado, Dakota, and Idaho; from 5 to 20 in Maryland, Michigan, and Vermont; 5 to 18 in New Jersey; 5 to 15 in California and Massachusetts; 4 to 21 in Florida, Maine, New Hampshire, and Washington Territory; 4 to 20 in Oregon and Wisconsin; and 4 to 16 in Connecticut and Utah. Rhode Island admits all children below 15 years of age.

School Income in various States.

The total income from taxation in all the States and Territories, from which it is reported, is \$55,889,790 31; and the total income from all sources is \$72,630,269 83. The total expenditure for all educational objects is \$70,891,981 83.

Assuming that the States reporting the total aid expend the amount raised for School purposes, the total expenditure would be \$71,810,304 27.

In the 31 States, having a permanent School-fund, the total amount is reported at \$65,850,572.93.

Public School Expenditure in the several States and Territories per capita of population of legal School age.

State or Territory.	Amount.	Year.	State or Territory.	Amount.	Year.
	\$			\$	
Massachusetts	20,050	1872	Oregon	3,832	1872
Nevada	19,893	1872	Maine	3,745	1872
California	12,133	1872	West Virginia	3,464	1871
Connecticut	11,652	1872	Mississippi	2,854	1871
Nebraska	10,447	1872	Missouri	2,757	1872
New Jersey	8,932	1871	Kentucky	2,258	1872
Pennsylvania	8,540	1872	Virginia	2,245	1872
Iowa	8,528	1872	Arkansas	2,223	1871
Illinois	8,521	1872	Louisiana	2,159	1871
Michigan	7,355	1871	Florida	2,059	1871
Rhode Island*	7,160	1872	Alabama	1,447	1871
Vermont	6,772	1872	South Carolina	1,349	1872
Texas	6,398	1872	Georgia	687	1871
New York	6,393	1871	North Carolina	654	1872
Ohio	6,352	1872	Colorado Territory	15,603	1872
New Hampshire	6,056	1872	District of Columbia	15,155	1872
Indiana	5,636	1872	Idaho Territory	9,174	1872
Minnesota	5,504	1872	Dakota Territory	8,667	1872
Wisconsin	4,588	1871	Arizona Territory	4,346	1872
Maryland	4,399	1871	Washington Territory	3,381	1871
Kansas	4,303	1872			

* The expenditure in Rhode Island is assumed to be for a School population from to 15 years old.

Table Showing the number of Acres of Public Lands granted or reserved for Educational purposes in the United States.

STATES.	Acres granted or reserved for the support of Common Schools.	Acres granted or reserved for Universities.	Acres granted for Colleges of Agriculture and the Mechanic Arts.	Total acres granted or reserved.
Alabama	902,774	46,080	240,000	1,188,854
Arkansas	886,460	46,080	150,000	1,082,540
California	6,719,324	46,080	150,000	6,915,404
Connecticut			180,000	180,000
Delaware			90,000	90,000
Florida	908,503	92,160	90,000	1,090,663
Georgia			270,000	270,000
Illinois	985,066	46,080	480,000	1,511,146
Indiana	650,317	46,080	390,000	1,086,397
Iowa	905,144	46,080	240,000	1,191,224
Kansas	2,891,306	46,080	90,000	3,027,386
Kentucky			330,000	330,000
Louisiana	786,044	46,080	210,000	1,042,144
Maine			210,000	210,000
Maryland			210,000	210,000
Massachusetts			360,000	360,000
Michigan	1,067,397	46,080	240,000	1,353,447
Minnesota	2,969,990	82,640	120,000	3,172,660
Mississippi	837,584	46,080	210,000	1,093,664
Missouri	1,199,130	46,080	330,000	1,575,210
Nebraska	2,702,044	46,080	90,000	2,838,124
Nevada	3,985,428	46,080	90,000	4,121,508
New Hampshire			150,000	150,000
New Jersey			210,000	210,000
New York			990,000	990,000
North Carolina			270,000	270,000
Ohio	704,488	69,120	630,000	1,403,608
Oregon	3,329,706	46,080	90,000	3,465,786
Pennsylvania			780,000	780,000
Rhode Island			120,000	120,000
South Carolina			180,000	180,000
Tennessee			300,000	300,000
Texas			180,000	180,000
Virginia			300,000	300,000
Vermont			150,000	150,000
West Virginia			150,000	150,000
Wisconsin	953,649	92,160	240,000	1,290,809
Washington Territory	2,488,675	46,080		2,534,755
New Mexico	4,309,368	46,080		4,355,448
Utah	3,003,613	46,080		3,049,693
Dakota	5,366,451			5,366,451
Colorado	3,715,555			3,715,555
Montana	5,112,035			5,112,035
Arizona	4,050,350			4,050,350
Idaho	3,068,231			3,068,231
Wyoming	3,480,281			3,480,281
Total	67,983,922	1,119,440	9,510,000	78,613,362

This Table presents great facts in a strong light. It contains a list of the land benefactions of the General Government to the several States, and indicates a far-sighted national sagacity for which the American people are noted. These grants date back to 1793, and were continued in 1803, 1816-20, and down to 1868, when 3,480,081 acres were set apart in Wyoming Territory for Common Schools! True to their national instincts in favour of free education for the masses, nine-tenths of the grants, or 68,000,000 of acres out of 78,000,600, are appropriated in aid of these elementary Schools, 9,500,000 acres (as against 1,120,000 to the universities), for the promotion of education in agriculture and the mechanic arts. These latter grants were made as late as in 1862-66, and were at the rate of 30,000 for each Senator and Representative in Congress from the several States and Territories.

There is no reason why our Dominion Government should not emulate so noble an example as the General Government of the United States has set them, and set apart as sacred, out of the magnificent domain now in its possession in the North-West, an endowment in lands which in after years would be a noble heritage to the after possessors of the now embryo Provinces which are being formed in the Dominion. If Wyoming Territory should, in 1868, receive *three millions and a half of land* as an endowment for her Public Schools, there is no reason why Manitoba, Saskatchewan, British Columbia and Vancouver Island should not receive at least 2,000,000 of acres each for the same great national object, and Ontario at least 1,500,000 acres, in addition to her share of the 1,000,000 set apart some years ago through the exertions of the late Hon. W. Hamilton Merritt.

Educational Benefactions in 1871—1872.

In regard to educational benefactions, it appears that the sum total reported to the U. S. Educational Bureau in 1871-72, was \$9,957,494. For Colleges and Universities the whole amount was \$6,282,461, distributed among the several States as follows:—California, \$90,000; Connecticut, \$44,600; Delaware, \$700; Illinois, \$112,000; Indiana, \$224,000; Iowa, \$86,840; Kansas, \$31,736; Kentucky, \$36,136; Maine, \$10,125; Massachusetts, \$1,916,995; Michigan, \$43,594; Minnesota, \$22,796; Mississippi, \$35,000; Missouri, \$60,000; New Hampshire, \$96,500; New Jersey, \$532,000; New York, \$1,450,944; North Carolina, \$15,000; Ohio, \$159,000; Oregon, \$20,000; Pennsylvania, \$464,450; Rhode Island, \$60,450; South Carolina, \$20,000; Texas, \$22,000; Tennessee, \$159,050; Vermont, \$1,500; Virginia, \$220,025; West Virginia, \$41,300; Wisconsin, \$45,360; Colorado Territory, \$10,150; District of Columbia, \$250,000.

The educational benefactions for Theological Institutions amounted to \$1,155,856, among the States as follows; California, \$18,000; Illinois, \$135,950; Kentucky, \$1,500; Maine, \$23,900; Massachusetts, \$113,750; New Jersey, \$75,000; New York, \$657,689; Ohio, \$12,145; Pennsylvania, \$78,200; South Carolina, \$29,722; Vermont, \$10,000.

The benefactions of Law Schools were \$10,000 in Connecticut. For Schools of Medicine, \$1,000 in Kentucky, \$1,422 in Massachusetts, and \$8,000 in New York; making a total of \$10,422.

For Agricultural and Scientific Schools the benefactions were \$482,000; in Georgia, \$3,000; Indiana, \$75,000; Maine, \$18,500; Massachusetts, \$143,000; Missouri, \$100,500; Pennsylvania, \$100,000; Virginia, \$41,420.

For the superior instruction of Females, the benefactions amounted to \$689,993; in Alabama, \$1,500; Georgia, \$2,000; Illinois, \$30,000; Indiana, \$42,250; Kansas, \$15,000; Massachusetts, \$425,000; Michigan, \$9,000; Missouri, \$20,000; New York, \$85,000; Ohio, \$6,000; Pennsylvania, \$26,000; Tennessee, \$5,000; Texas, \$11,243; Virginia, \$1,000; Wisconsin, \$9,000.

The benefactions for Libraries and Normal Schools were, in Massachusetts, \$10,000; Pennsylvania, \$1,000,000; Kansas, \$10,000; making a total of \$1,020,000.

To Academies the benefactions were \$306,040; in Connecticut, \$21,500; Maine, \$2,380; Massachusetts, \$93,000; New Hampshire, \$89,160; Rhode Island, \$100,000.

It is believed that the unsolicited contributions by private citizens of the United States, for the educational interests of the community, are, at the present time, without a parallel in any other country of the world. Wealth thus recognises its responsibility and indicates its wisdom; for the education of her children is at once the duty and the safety of the commonwealth.

In California, during 1870-71, gifts of private individuals to education, amounted to \$2,000,000; in Connecticut, to \$845,665, of which Yale College received \$319,865; in Georgia, \$1,000; in Indiana, \$537,025; in Illinois, \$391,000; in Iowa, \$75,000; in Kansas, \$50,000; in Louisiana, \$1,090; in Massachusetts, \$2,502,000; in Minnesota, \$50,550; in Missouri, \$205,000 (entirely for Washington University, St. Louis); in Michigan, \$15,000; in New Hampshire, \$168,000, of which Dartmouth College received \$121,000; in New Jersey, \$323,500, of which Princeton College received \$223,500; in New York, \$765,000; in Ohio, \$23,250; in Oregon, \$5,000; in Pennsylvania, \$312,000;

in Rhode Island, \$24,000 ; in South Carolina, \$13,000 ; in Tennessee, \$4,000 ; in Virginia, \$45,000 ; in Wisconsin, \$80,000, making a total of \$8,435,990.

Of these individual donations, two were of \$1,000,000 or over ; twenty-three were of \$100,000, and over ; fifteen of \$50,000 and over ; eleven of \$25,000 and over ; twenty of \$10,000 and over ; and thirty-three of \$1,000 and over.

GENERAL CONCLUDING REMARKS.

1. THE RELIGIOUS ELEMENT IN OUR SCHOOLS.

I had intended discussing in this Report some additional matters relating to the well being of our Public Schools, and on which legislation might be desirable. I had also intended referring to two or three points of gratifying interest in connection with our Schools ; but having reached the reasonable limits of an Annual Report, I forbear. One point, to which I had desired to refer, was the patriotic spirit of unanimity which pervades all classes of the people in their cordial support of our Public School system, and the other was the pleasing fact of the satisfactory working of the regulations in regard to the religious exercises and instruction in our Schools. In regard to this latter point, the testimony of the late venerated Bishop Strachan, and of his courteous and venerable successor, Bishop Bethune, that I have done what I could to invest our School System with a religious character, is especially gratifying to me now, at so advanced a period of my official connection with that system. In his address at the recent Synod of the clergy and laity of the Church of England in the Diocese of Toronto, the Bishop made some kind references to my efforts in that direction. Subsequently in a reply to a note of thanks which I addressed to him he said :—"I have to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound education of the youth of this Province. I believe that, in the endeavours to give this a moral and religious direction, you have done all that, in the circumstances of the country, it was in your power to accomplish."*

My own views as to the possibility of imparting to the daily teaching of the School a moral and religious tone, and of the practicability of the teacher bringing home to the young hearts of his pupils the glorious truths of our common Christianity, are so admirably expressed by a prelate of the Episcopal Church in the United States, that I insert them in this place. Bishop Whipple, of Minnesota, in a recent address at an Educational Convention, uttered the following impressive and eloquent remarks :—"The Common School, the Normal School, and the University, are the endowments of the State. The urgent necessities of the State created them. They are our common heritage. With my whole soul I protest against their perversion to give power into the hands of any sect or party in the State. The difficulty is not as real as we think. Our own bitter jealousies have blinded us to a world of Christian truth, which lies behind this chaos of opinion, which has divided us into sects. The things wherein we differ are our opinions, and the opinions of one class of men can never become the bond of union for all men. I would as soon believe that because all men had the same features, their faces must be cast in the same mould, as to believe that

* Among his very latest utterances on the Separate School Question in the Synod in 1856, the late lamented Bishop Strahan thus referred to the Head of the Education Department and his labours :—

"One new feature which I consider of great value, and for which, I believe, we are altogether indebted to the able Superintendent, deserves special notice ; it is the introduction of daily prayers. We find that 454 [3,703 in 1872 !] Schools open and close with prayer. This is an important step in the right direction, and only requires a reasonable extension to render the system in its interior, as it is already in its exterior, nearly complete. But till it receives this necessary extension, the whole system, in a religious and spiritual view, may be considered almost entirely dead. [The increase from 454 in 1856 to 3,703 in 1872 would have gratified the venerable prelate had he lived].

"I do not say that this is the opinion of the Rev. Dr. Ryerson, who no doubt believes his system very nearly perfect ; and as far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to religion, as far as seems consistent with a just interpretation of the law."—*Charge of 1856, pp. 15, 16.*

all opinions about religious truth must be alike. I am sure that the things that keep us apart are for the most part things which never have been, and from their nature never can be, of the essentials of the faith. I am sure that whenever we realize this, and long for a regained brotherhood, we shall begin to feel heart beat against heart, and hand be joined unto hand.

"There are truths that underlie all obligation. The teachers of this day owe it to themselves and to their work to strive to get out of this din and conflict of sectarian strife into a higher atmosphere of faith.

"It is not sectarian for the teachers of a Christian State to teach its children that there is a God. It is not sectarian for the children of a Christian State to read the blessed revelation of God's will. It is not sectarian for the teachers of a Christian State to look to God for help to teach helpless childhood to look to Him for help. It is not sectarian for the teachers of a Christian State to tell His redeemed children of a Saviour. It is not sectarian for the teachers of a Christian State to teach childhood's dependence on God's grace, reverence for His law, and to confess His holy name.

"We are a Christian land, or we are not. If not, we owe it to ourselves and our homes to bow our heads and hearts in humble acceptance of these truths. There can be no reason why unbelief shall seal our lips to the truth of God. If any Church, or sect, or professed Christian men, object to such simple faith, it is because they fear a Christian teacher's care will disarm the prejudice which is the corner stone of their creed. For myself, I ask nothing which I am not willing to concede to every Christian man. I am willing to take my place beside any Christian labourer in the State, and I pledge him every sympathy of my heart. If I have said one word more earnestly than I ought, I crave your pardon. God knows I would not wound any heart. I know of no civilization which I desire for my home save that which comes by the religion of Jesus Christ. So long I to see every nursery of the State a Christian School."

"We are working out one of the greatest problems of this world's history. It is a marvel that a continent like America should have been for so many thousand years unoccupied by civilization, and more strange procedure of God, that after Spain, France and Holland had taken it under their possession, it should be given from the north to the south, and from the east to the west, to the race that represents constitutional government the world over. There are times in the world's history when races of men stand in peculiar relations to all other races. The great characteristic of the Saxon race at this time, is that it never loses its individuality. You may place its children in the isles of the sea, in Africa or India, and they are Anglo Saxon still. In this land they are receiving unto themselves the people of every tongue and clime and kin, and in two generations their children are as one with us, and they have received our traditions, our customs and our laws.

"In these valleys of the Mississippi the fusing of nations into one family ought to teach us that there will grow up here a race of men more powerful for good or terrible for evil, than any other people on the face of the earth.

"My fellow teachers, in such a field God has given us our work—it is to lay broad and deep the foundations of a Christian State, which will soon have its million of souls. Do all work unto God. Plant your feet in his truth. Be his soldier to hate all shams and cant and cunning lies—to be sure in thought—in word—in deed—to have that gentleness, which is learning as a child sitting at Christ's feet, and that patient toil which knoweth how to work and wait, believing in God's promise that 'He that goeth forth bearing precious scars and weeping, shall doubtless come again rejoicing and bringing His sheaves with Him.'"

2. CONCLUSION.

I have thus, as stated to your Excellency last year, again entered somewhat fully into an exposition and justification of the various new features of our system of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, in this report, the many friends of our School system with the facts and reasonings illustrative of the necessity for the recent changes in our law, which influenced me in endeavouring to embody in our School Law certain great

principles which underlie and are common to every really comprehensive system of National Education. In fact, no intelligent person can carefully read over the extracts which I have given of the views and proceedings of educationists in other countries without coming to the conclusion, that to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendation which I have made with a view to improve the School Law of this Province—recommendations which were founded (as I have shown in this report) upon the knowledge and experience of the most accomplished educationists of the present day.

After nearly thirty years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary *Report on a System of Public Instruction for Upper Canada*, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effects to these views, and, with the Divine favour, to secure and perpetuate to my native country the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, October, 1873.

PART II.

—
STATISTICAL REPORT.

1872.

TABLE A.—The Public

COUNTIES.	RECEIPTS.					
	For Teachers Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Fund, balances and other sources	
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry.....	2480 00	334 55	1885 21	8099 26	2816 19	
Stormont.....	2085 00	128 55	1882 54	9983 63	1360 31	
Dundas.....	2071 00	34 00	2108 00	13981 70	1095 36	
Prescott.....	1894 00	194 25	1804 55	8121 77	1957 00	
Russell.....	1069 00	64 75	871 39	5515 80	2913 02	
Carleton.....	3720 00	291 60	2616 64	25357 70	9726 29	
Grenville.....	2236 00	101 37	2122 89	11297 07	5257 66	
Leeds.....	3591 00	301 78	3479 83	23133 65	8253 57	
Lanark.....	3155 00	364 10	2883 18	19759 11	4818 85	
Renfrew.....	3893 35	286 34	2749 24	15664 90	5651 91	
Frontenac.....	4172 00	293 79	2818 79	17365 35	5280 38	
Lennox and Addington.....	3119 00	542 52	2885 92	21538 58	8443 19	
Prince Edward.....	2147 00	299 21	2326 50	19326 90	4439 66	
Hastings.....	5212 00	594 01	3984 22	31914 96	8498 58	
Northumberland.....	4229 00	522 18	3826 00	30900 26	6392 23	
Durham.....	3459 00	655 29	3573 45	33423 14	7304 07	
Peterborough.....	3679 00	213 65	2469 54	20100 85	4151 04	
Victoria.....	4310 00	454 16	3733 10	23973 96	7819 77	
Ontario.....	4903 00	643 49	4608 39	37275 32	6562 62	
York.....	6640 00	1470 26	6650 58	61634 22	26854 51	
Peel.....	2859 00	393 73	2612 05	26913 74	6293 57	
Simcoe.....	7065 00	596 85	6079 57	48449 31	8256 89	
Halton.....	2307 00	604 19	2600 00	25435 33	13244 64	
Wentworth.....	3410 31	467 27	3062 88	28455 12	11067 19	
Brant.....	2325 00	299 66	2842 07	18549 20	6248 18	
Lincoln.....	2334 00	216 82	2452 42	22514 84	8513 76	
Welland.....	2295 00	294 59	2560 93	20212 63	7050 70	
Haldimand.....	2626 00	274 16	2932 00	21929 22	6830 78	
Norfolk.....	3607 00	321 25	3248 67	28175 95	10523 68	
Oxford.....	4889 00	612 49	4522 59	42303 26	16595 84	
Waterloo.....	3585 00	298 90	3841 76	39973 65	11189 31	
Wellington.....	6144 00	529 54	6431 74	48745 36	18037 69	
Grey.....	7419 00	720 84	6491 95	51409 04	14569 27	
Perth.....	4453 00	418 64	4220 86	39574 12	8498 34	
Huron.....	7222 00	642 31	7563 80	64025 72	16340 97	
Bruce.....	5734 00	444 82	4752 74	35759 44	10318 97	
Middlesex.....	7496 00	823 98	6750 60	70709 67	24168 83	
Elgin.....	3798 00	271 89	3263 89	31159 12	8193 55	
Kent.....	4198 00	390 51	3200 21	33181 21	9633 15	
Lambton.....	4007 00	470 35	3492 90	40196 29	10886 11	
Essex.....	3174 00	254 95	2268 37	28092 74	10884 53	
District of Algoma.....	861 00	31 22	101 50	646 86	881 38	
Parry Sound.....	237 00					
Other Districts.....	75 00					
Total.....	160184 66	17168 81	144573 46	1204779 95	367823 54	
CITIES.						
Toronto.....	7696 00	604 52	42367 44		36025 75	
Hamilton.....	3146 00	205 49	28570 57	2105 57	7203 83	
Kingston.....	1502 00	77 60	9353 00	1148 25	1595 54	
London.....	1937 00		13782 75	917 54	6832 20	
Ottawa.....	2339 00	160 00	23655 00	3491 03	13952 06	
Total.....	16620 00	1047 61	117728 76	7662 39	65609 38	

Schools of Ontario.

EXPENDITURE.

Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
15615 21	10098 40	669 10	1314 34	280 27	969 94	13332 05	2283 16
15440 03	10214 09	275 09	285 42	1830 21	1344 04	13948 85	1491 18
19290 06	13800 19	82 19	667 19	2065 58	1238 42	17853 57	1436 49
13971 57	8595 88	388 50	973 36	1005 02	1054 18	12016 94	1954 63
10433 96	5130 45	159 47	284 04	2626 11	558 25	8758 32	1675 64
41712 23	23367 29	583 20	935 46	9859 12	2503 81	37248 88	4463 35
21014 99	13264 79	217 37	382 63	2667 83	2322 68	18855 30	2159 69
38759 83	25248 72	603 56	1673 03	3185 72	3575 48	34286 51	4473 32
30980 24	19904 27	799 19	669 86	3130 24	2863 07	27366 63	3613 61
28245 74	16751 42	751 96	888 98	3209 45	2720 56	24322 37	3923 37
29930 31	17054 30	587 58	1478 57	4199 44	2260 16	25580 05	4350 26
36529 21	18035 28	1085 04	1625 84	8479 15	3130 79	32356 10	4173 11
28539 27	20690 05	598 42	535 75	1544 60	2106 08	25474 90	3064 37
50203 77	29329 13	1205 52	2615 16	5737 58	3507 86	42395 25	7808 52
45869 67	30331 71	1075 26	1385 13	4261 29	3459 01	40512 40	5357 27
48414 95	30422 28	1310 58	2119 66	5858 15	3613 71	43324 38	5090 57
30614 08	19497 88	429 24	704 44	2022 74	1951 84	24606 14	6007 94
40290 99	22311 71	1018 38	1364 84	6185 69	3486 37	34366 99	5924 00
53992 82	36723 32	1286 98	2631 36	3028 04	4931 91	48601 61	5391 21
103249 57	53749 13	3263 98	5853 69	18315 23	10310 84	91492 87	11756 70
39072 09	23797 06	787 46	1078 60	6597 47	2699 73	34960 32	4111 77
70447 62	47993 20	1193 70	2722 56	6237 27	5228 66	63375 39	7072 23
44191 16	20551 17	1208 38	1783 36	13154 21	2732 98	39430 10	4761 06
46462 77	26584 90	934 54	2195 99	9211 77	3826 52	42753 72	3709 05
30264 11	19313 95	615 49	1212 65	3896 69	2585 22	27624 00	2640 11
36031 84	20130 69	445 87	2089 54	6054 80	2453 11	31174 01	4857 83
32413 85	19068 22	589 18	1509 30	3330 54	2918 11	27415 35	4998 50
34592 16	20430 72	548 32	1553 54	6829 69	2103 64	31465 91	3126 25
45876 55	25776 63	690 85	1435 38	8198 84	3559 11	39660 81	6215 74
68923 18	39296 64	1224 98	2696 23	13493 26	4667 66	61378 77	7544 41
58888 62	33048 49	665 08	3602 74	8924 80	3996 49	50237 60	8651 02
79888 33	43555 74	1180 01	3026 44	16708 29	6742 07	71212 55	8675 78
80610 10	47324 11	1508 62	2224 20	14277 10	6259 62	71593 65	9016 45
57164 96	33680 48	889 57	2842 69	9523 62	3492 20	50428 56	6736 40
95794 80	59537 86	1353 84	3965 49	17961 01	5369 13	88187 33	7607 47
57009 97	34496 55	986 70	1679 18	8941 62	3231 40	49335 45	7674 52
109949 08	54521 30	1647 96	3089 28	32757 36	7189 81	99205 71	10743 37
46686 45	27527 26	557 26	1817 19	8345 17	3574 48	41821 36	4865 09
50603 08	30173 63	799 50	2972 98	6148 42	3477 64	43572 17	7030 91
59052 65	33776 78	973 88	2300 58	10935 00	5274 05	53260 29	5792 36
44674 59	22002 41	947 94	2006 12	12902 12	2374 27	40232 86	4441 73
2521 96	1252 50	282 65	106 00	.....	349 15	1990 30	531 66
237 00	237 00	.....	.....	.....	.....	237 00	.....
75 00	75 00	.....	.....	.....	.....	75 00	.....
1894530 42	1108672 58	36422 39	76298 79	313920 51	142014 05	1677328 32	217202 10
86093 71	25938 69	1857 60	2868 02	28949 81	8299 82	67913 94	18779 77
41231 46	21421 59	3419 93	1412 21	7551 77	5778 82	39584 32	1647 14
13676 39	7351 67	304 65	782 66	1359 00	2683 21	12481 19	1195 20
23469 49	8004 45	.....	1316 15	3699 69	3223 05	16243 34	7226 15
43597 09	13505 35	323 00	551 67	3194 89	5498 26	23073 17	20523 92
208668 14	76221 75	5905 18	6930 71	44755 16	25483 16	159295 96	49372 18

TABLE A.—The Public

TOWNS.	RECEIPTS.					
	For Teachers Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances and other sources	
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	228 00	45 25	1390 00	900 00	219 87	
Barrie	388 00	31 75	1937 00	297 11	225 27	
Belleville	882 00	37 00	11424 22	667 11	2976 07	
Berlin	336 00		2920 00	534 75	346 08	
Bothwell	122 00	46 90	2046 00	168 40	950 45	
Bowmanville	373 00		6962 60		517 75	
Brantford	970 00	104 00	7250 00	457 40	3029 84	
Brockville	590 00		2728 00	405 00	4092 12	
Chatham	687 00	118 00	8007 00	1136 50	11228 90	
Clifton	183 00	25 00	1550 00	146 00	1090 82	
Cobourg	545 00	27 50	5000 00	435 97	20 49	
Collingwood	348 00		348 00	1930 86	204 14	
Cornwall	286 00	13 40	1550 00	285 25	203 74	
Dundas	367 00	46 20	4950 00	487 91	203 59	
Durham			1434 19		130 30	
Galt	371 00	93 87	4452 00		1698 64	
Goderich	486 00	35 00	4965 00		1388 23	
Guelph	833 00	89 50	6336 36	1072 29	258 62	
Ingersoll	489 00	29 00	9900 17	268 00	588 34	
Lindsay	441 00	93 88	3065 27	1016 45	5611 08	
Milton	110 00	5 25	1269 50		888 19	
Napanee	365 00		4500 00		63 05	
Niagara	195 00		258 95	876 05	216 19	
Oakville	203 00		1336 11	188 29	207 77	
Owen Sound	414 00		2864 37		59 32	
Paris	325 00	30 63	3750 57	160 89	287 80	
Perth	299 00	111 87	1916 35	489 54	1402 16	
Peterborough	504 00	50 00	3645 00	530 00	4180 16	
Pictou	295 00	39 25	3850 00	166 00	397 00	
Port Hope	629 00	25 88	3932 26		3799 88	
Prescott	315 00		1072 33	981 87	585 44	
Sandwich	143 00	30 00	1647 05		205 18	
Sarnia	329 00	9 50	10099 00	627 00	1592 91	
St. Catharines	929 00	52 78	9469 00	1025 68	5570 63	
St. Marys	385 00	25 00	3600 00	229 00	732 12	
St. Thomas	270 00		4500 00		894 60	
Simcoe	228 00	20 00	992 65		68 60	
Strathroy	397 00	38 50	3840 00		2100 00	
Stratford	510 00	10 00	4500 00	800 00	42 50	
Tilsonburgh			2217 89		1278 69	
Walkerton		28 10	1037 03		181 00	
Whitby	314 00		2572 73	101 00	238 00	
Windsor	523 00	6 00	5770 50		14572 93	
Woodstock	490 00		3700 00		3064 13	
Total	17197 00	1319 01	170557 10	16444 32	77612 59	
VILLAGES.						
Almonte	256 00	5 00	3127 40		468 87	
Arthur	153 00		701 79	455 21	1879 86	
Aylmer			2384 12		173 82	
Arnprior	211 00	30 00	1762 48		1055 13	
Ashburnham	147 00		693 40		3 72	
Aurora	139 00	7 70	1000 00		228 95	
Bath	74 00		4028 10		363 28	
Bradford	139 00	69 75	600 00		90 73	

Schools of Ontario.—Continued.

EXPENDITURE.							
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School-Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2783 82	1675 00	90 50	92 18		173 50	2031 18	751 94
2879 13	1752 88	96 92	307 75	169 66	551 92	2879 13	
15986 40	5136 25	74 00	867 84	6755 00	1116 91	13950 00	2036 40
4136 83	2888 30	4 37	429 87		458 15	3780 69	356 14
3333 75	1330 00	96 05	323 61		556 32	2305 98	1027 77
7853 35	2028 00		2391 11		1147 71	5566 82	2286 53
11811 24	6544 28	208 00	356 19	837 17	3228 44	11174 08	637 16
7815 12	3059 36	50 00	812 49	775 00	2328 87	7025 72	789 40
21237 40	6168 15	236 00	279 01	5111 38	1999 86	13794 40	7443 00
2994 82	1397 00	50 67	293 27		221 03	1961 97	1032 85
6028 96	3451 13	87 50	565 69	1515 87	374 31	5994 50	34 46
2831 00	1583 33		657 45		282 43	2523 21	307 79
2338 39	1574 00	26 80	184 05	54 20	249 65	2088 70	249 69
6054 70	2700 00	92 40	412 66	2008 00	824 73	6037 79	16 91
1564 49	1075 00		132 23		201 02	1408 25	156 24
6715 51	3420 75	188 49	432 95		880 86	4923 05	1792 46
6874 23	3294 35	102 64	201 40	1773 59	1502 25	6874 23	
8589 77	5048 57	194 65	687 91	208 00	2443 55	8582 68	7 09
11274 51	3423 80	58 65	65 30	5208 72	2393 60	11150 07	124 44
10227 68	3195 50	187 76	115 67	3352 56	1552 06	8403 55	1824 13
2272 94	1020 75	12 25	21 90		141 85	1196 75	1076 19
4928 05	1438 32	29 25	69 78	2837 25	548 19	4922 79	5 26
1546 19	1151 57	7 00	41 88		345 74	1546 19	
1935 17	1223 61		76 65		242 43	1542 69	392 48
3337 69	2290 00		75 20		883 93	3249 13	88 56
4554 89	1877 50	61 26	419 97	1391 32	513 48	4263 53	291 36
4218 92	2356 00	223 74	79 08	40 00	497 72	3196 54	1022 38
8909 16	3188 53	100 00	90 75	2 08	4700 98	8082 34	826 82
4747 25	2091 08	78 50	108 28	1447 50	361 05	4086 41	660 84
8387 02	5675 84	51 76	48 04	1722 40	888 98	8387 02	
2954 64	1767 00	10 00	124 13	76 52	333 82	2311 47	643 17
2025 23	1585 21	61 70	74 80		246 96	1968 67	56 56
12657 41	2995 00	47 07	439 17	7123 58	1916 68	12521 50	135 91
17047 09	6022 81	105 56	656 79	7061 55	3088 61	16935 32	111 77
4971 12	3114 00	50 00	267 30	27 00	1512 82	4971 12	
5664 60	1322 13			3570 68	630 23	5523 04	141 56
1309 25	1000 00	53 78	29 51		225 96	1309 25	
6375 50	1881 35	77 00	285 65	2937 16	930 08	6111 24	264 26
5862 50	3172 35	73 25	678 27	972 26	824 24	5720 37	142 13
3496 58	908 69			2310 78	159 98	3379 45	117 13
1246 13	884 60	56 20	41 83	60 00	141 12	1183 75	62 38
3225 73	2585 00	30 00	261 93		348 80	3225 73	
20872 43	3571 43	12 00	52 05	9466 38	1456 50	14558 36	6314 07
7254 13	3370 96		145 56		1114 58	4631 10	2623 03
283130 02	117239 38	2985 72	13697 15	68815 61	44541 90	247279 76	35850 26
3857 27	2120 00	20 00	331 25	607 07	302 31	3380 63	476 64
3189 86	610 00			2230 17	83 37	2923 54	266 32
2557 94	913 33	20 00	2 25	1450 32	131 98	2517 88	40 06
3058 61	1543 19	60 00	214 82	487 20	562 83	2868 04	190 57
844 12	700 00		49 90		94 22	844 12	
1375 65	842 91	48 40	192 17		125 68	1209 16	166 49
4465 38	500 00		17 46	3794 20	137 70	4449 36	16 02
899 48	490 00	139 50	117 08		133 95	880 53	18 95

TABLE A.—The Public

VILLAGES.—Continued.	RECEIPTS.				
	For Teachers Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Brampton.....	257 00	57 19	1754 00		256 34
Brighton.....	167 00		1713 00		1854 72
Caledonia.....	153 00	9 83	1174 62		62 21
Carleton Place.....	146 00	19 00	935 46		216 78
Cayuga.....	99 00	16 50	700 00		916 19
Chippawa.....	113 00	70 25	800 00		605 38
Clinton.....	248 00	27 50	2025 00		744 32
Colborne.....	101 00	22 00	881 95		36 32
Dresden.....			1487 20		254 03
Dunnville.....	179 00	5 63	800 00		1107 33
Elora.....	167 00	50 00	893 63	196 58	1055 35
Embro.....	59 00		400 53		60 30
Fergus.....	202 00	15 00	1417 41	256 29	27 66
Fort Erie.....	103 00	11 80	954 00		599 94
Gananoque.....	248 00		974 00		161 76
Garden Island.....	94 00		539 43		
Georgetown.....	158 00	7 00	1298 09		53 75
Hawkesbury.....	206 00		650 00		39 78
Hespeler.....	98 00		882 51		384 77
Holland Landing.....	80 00	15 90	2020 00		96 37
Iroquois.....	96 00		416 87		201 74
Kemptville.....	107 00	6 00	650 00		130 62
Kincardine.....	235 00		9274 68		60 51
Lanark.....	91 00		1052 00		39 18
Listowel.....	120 00	10 00	731 65		5 35
Lucan.....	115 00	22 50	932 78		153 05
Merrickville.....	114 00		850 00		30 62
Millpoint.....	106 00	6 25	612 05		94 16
Mitchell.....	222 00		2448 25		319 09
Morrisburgh.....	142 00		456 03		276 97
Mount Forest.....	165 00	25 00	1574 00	161 20	180 92
Newburgh.....	102 00		1386 28		952 77
Newcastle.....	136 00	20 60	839 15		
New Edinburgh.....	173 00	30 00	1330 00		156 71
New Hamburg.....	123 00	13 11	1300 00		505 67
Newmarket.....	216 00	23 39	1250 00	50 00	639 18
Oilsprings.....	68 00		915 49		244 07
Orangeville.....	179 00		2415 00		459 53
Orillia.....	185 00	21 50	700 00		717 17
Oshawa.....	373 00	31 50	956 43	200 00	2096 01
Parkhill.....	159 00	60 45	1243 10		539 58
Pembroke.....	249 00		429 19	253 04	
Petrolia.....	326 00	15 75	3650 00		183 73
Portsmouth.....	196 00	20 20	910 00		303 41
Port Colborne.....	118 00		992 71	324 00	558 81
Port Dalhousie.....	159 65		900 00	227 25	1093 84
Port Perry.....			1728 43		2299 16
Preston.....	159 00		1600 00		879 56
Renfrew.....	114 00		916 79	185 30	3 00
Richmond.....	422 00	5 00	636 39		215 54
Seaforth.....	168 00	18 75	4450 00		564 17
Smith's Falls.....	115 00		1285 30		986 14
Southampton.....	106 00	36 22	706 94		10 41
Stirling.....	96 00	6 75	605 00		18 81
Streetsville.....	76 00	48 15	250 00		280 19
Thorold.....	205 00	9 56	1400 86	244 00	898 70
Trenton.....	214 00	31 06	1079 32	661 81	479 01
Uxbridge.....		18 00	1100 83		194 68
Vienna.....	72 00	55 26	914 75		108 51
Wardsville.....	70 00		678 24		229 29

Schools of Ontario.—Continued.

EXPENDITURE.

Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2324 53	1445 00	114 38	14 00		269 84	1843 22	481 31
3734 72	842 88		28 30	1267 22	159 85	2298 25	1436 47
1399 66	1105 55	24 51	15 45		204 96	1350 47	49 19
1317 24	632 00	38 50	2 58		166 08	839 16	478 08
1731 69	556 00	33 00	15 88		168 72	773 60	958 09
1588 63	708 75	148 75	78 78		167 39	1103 67	484 96
3044 82	1946 92	56 50	517 70	21 00	488 37	3030 49	14 33
1041 27	555 00	44 00	165 35		13 47	777 82	263 45
1741 23	949 15	27 31	86 82		375 61	1438 89	302 34
2091 96	823 50	25 63	162 25	137 35	56 67	1205 40	886 56
2362 56	1370 00	127 08	507 84		168 90	2173 82	188 74
519 83	453 75				62 14	515 89	3 94
1918 36	1640 59	30 00	13 50		185 98	1870 07	48 29
1668 74	740 00	25 40	11 60		201 09	978 09	690 65
1383 76	879 61			85 10	379 71	1344 42	39 34
633 43	500 00	50 00			83 43	633 43	
1516 84	1235 83	14 00	59 00		208 01	1516 84	
895 78	660 00		71 47		100 30	831 77	64 01
1365 28	943 00		240 32		169 01	1352 33	12 95
2212 27	583 33	41 05	66 00	1327 15	117 58	2135 11	77 16
714 61	502 00	3 00	56 29		74 05	635 34	79 27
893 62	720 00	12 00	35 00		51 50	818 50	75 12
9570 19	1455 00		184 47	7606 25	300 60	9546 32	23 87
1182 18	840 00			5 22	142 67	987 89	194 29
867 00	674 50	21 60	35 21		118 18	849 49	17 51
1223 33	870 00	58 21	87 09	80 00	111 54	1206 84	16 49
994 62	842 00				132 30	974 30	20 32
818 46	465 49	18 12			81 32	564 93	253 53
2989 34	1580 00		195 07		197 62	1972 69	1016 65
875 00	775 00			75 00	25 00	875 00	
2106 12	1602 10	50 00	38 22	100 00	276 20	2065 52	39 60
2441 05	313 75			1957 52	169 78	2441 05	
995 75	880 00	41 20			74 55	995 75	
1689 71	698 20	82 73	330 41	142 00	264 45	1517 79	171 92
1941 78	1125 00	26 22	75 79		203 93	1430 94	510 84
2178 57	1167 10	46 78	64 63		144 40	1422 91	755 66
1227 56	731 24		232 41		194 69	1158 34	69 22
3053 53	862 00		49 40	459 00	488 13	1858 53	1195 06
1623 67	1241 67	43 00	127 72		198 55	1610 94	12 73
3656 94	1859 20	63 00	50 00	74 80	1253 50	3300 50	356 44
2002 13	932 66	120 90	38 95	361 00	141 34	1504 85	407 28
931 23	660 00		111 12		160 11	931 23	
4175 48	2176 00	60 00	6 25	1350 00	526 26	4118 51	56 97
1429 61	838 71	40 40	69 30	113 01	195 59	1257 01	172 60
1993 52	979 00		66 20		135 56	1180 76	812 76
2380 74	1240 77		86 80		290 64	1618 21	762 53
4027 59	1008 00	132 36	325 00	242 00	1213 12	2920 48	1107 11
2638 56	1225 00	18 32	152 19		320 46	1715 97	922 56
1219 09	686 67		45 00	370 75	115 89	1218 31	0 78
1278 93	340 00	10 00	1 90		145 21	497 11	781 82
5200 92	1411 00	37 50	72 20	2750 87	189 47	4461 04	739 88
2386 14	1000 00		877 38	348 37	160 39	2386 14	
859 57	631 50	72 44	21 00		134 63	859 57	
726 56	625 45	13 50	20 50		49 46	708 91	17 65
654 34	321 89	96 30	24 93		24 28	467 40	186 94
2758 12	1732 00	19 12			309 92	2061 04	697 08
2465 20	1174 95	64 06	64 28	182 20	70 01	1555 50	909 70
1313 51	934 35	36 00	90 38	67 38	181 15	1309 26	4 25
1150 52	729 00	110 52	127 00		184 00	1150 52	
977 53	744 00				219 26	963 26	14 27

TABLE A.—The Public

VILLAGES.— <i>Concluded.</i>	RECEIPTS.				
	For Teachers' Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Waterloo	196 00	.....	3000 00	.....	149 06
Welland	137 00	50 00	1270 00	.....	119 76
Wellington	64 00	.....	678 60	.....	12 15
Yorkville.....	270 00	.....	1417 05	.....	225 14
Total.....	10756 65	1025 05	98531 98	3214 68	30413 63
Total Counties	160184 66	17168 81	144573 46	1204779 95	367823 54
“ Cities	16620 00	1047 61	117728 76	7662 39	65609 38
“ Towns	17197 00	1319 01	170557 10	16444 32	77612 59
“ Villages	10756 65	1025 05	98531 98	3214 68	30413 63
Grand Total, 1872	204758 31	20560 48	531391 30	1232101 34	541459 14
“ “ 1871	178975 16	15195 99	492481 43	1027184 96	410633 51
Increase	25783 15	5364 49	38909 87	204916 38	130825 63
Decrease .....	.....	.....	.....	.....	.....

NOTE.—All moneys reported in the Tables represent actual payments made between the 1st January
Tables A, B, C, D and E, include the statistics of Separate Schools. These are given

Schools of Ontario.—*Concluded.*

EXPENDITURE.

Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
3345 06	1850 81	.....	105 00	859 50	289 40	3104 71	240 35
1576 76	924 00	100 00	176 10	.....	292 03	1492 13	84 63
754 75	550 00	.....	113 88	.....	89 55	753 43	1 32
1912 19	1249 80	.....	328 93	.....	235 42	1814 15	98 04
143941 99	69460 10	2485 29	7467 77	28551 65	15495 26	123460 07	20481 02
1894530 42	1108672 58	36422 39	76298 79	313920 51	142014 05	1677328 32	217202 10
208668 14	76221 75	5905 18	6930 71	44755 16	25483 16	159295 96	49372 18
283130 02	117239 38	2985 72	13697 15	68815 61	44541 90	247279 76	35850 26
143941 99	69460 10	2485 29	7467 77	28551 65	15495 26	123460 07	20481 92
2530270 57	1371593 81	47798 58	104394 42	456042 93	227534 37	2207364 11	322906 46
2124471 05	1191476 26	33083 08	63152 59	261833 96	253748 47	1803294 36	321176 69
405799 52	180117 55	14715 50	41241 83	194208 97	.....	404069 75	1729 77
.....	.....	.....	.....	.....	26214 10	.....	.....

and 31st December.
separately in Table F.

TABLE B.—The Public

COUNTIES.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Glengarry.....	5821	4892	229	5121	2732	2389	20	2181
Stormont.....	4925	4347	197	4544	2333	2211	31	2078
Dundas.....	5944	4942	235	5177	2657	2520	9	2448
Prescott.....	4652	3776	124	3900	1939	1961	33	2079
Russell.....	2873	2136	127	2263	1275	988	53	991
Carleton.....	9532	8071	326	8397	4466	3931	47	3731
Grenville.....	5619	4852	225	5077	2655	2422	23	2386
Leeds.....	8952	7573	481	8054	4129	3925	30	3492
Lanark.....	7290	6401	360	6761	3572	3189	41	3019
Renfrew.....	6707	5529	454	5983	3113	2870	290	2466
Frontenac.....	7957	6242	280	6522	3373	3149	34	3105
Lennox and Addington.....	6616	5945	435	6380	3298	3082	48	2865
Prince Edward.....	4496	4333	519	4852	2628	2224	18	2092
Hastings.....	10661	9224	527	9751	5067	4684	74	4550
Northumberland.....	9646	8344	509	8853	4672	4181	6	3879
Burham.....	8633	7728	640	8368	4488	3880	28	3616
Peterborough.....	6530	5884	229	6113	3183	2930	34	2899
Victoria.....	8097	7897	343	8240	4302	3938	29	3891
Ontario.....	11944	11027	737	11764	6328	5436	45	5431
York.....	16909	15371	856	16227	8787	7440	61	7454
Peel.....	6994	6582	470	7052	3834	3218	21	3186
Simcoe.....	16945	14870	861	15731	8297	7434	99	7528
Halton.....	5930	4888	386	5274	2846	2428	7	2318
Wentworth.....	7986	7398	405	7803	4230	3573	34	3741
Brant.....	5401	4852	312	5164	2717	2447	14	2338
Lincoln.....	5481	4762	372	5134	2676	2458	16	2361
Welland.....	5273	4748	291	5039	2603	2436	21	2313
Haldimand.....	6259	5729	328	6057	3186	2871	6	2786
Norfolk.....	9037	8719	495	9214	4696	4518	103	4323
Oxford.....	12097	10406	740	11146	5911	5235	21	4865
Waterloo.....	9078	8387	294	8681	4833	3828	17	4152
Wellington.....	15785	14158	946	15104	7962	7142	65	7033
Grey.....	19603	16970	924	17894	9297	8597	90	8582
Perth.....	12729	10785	512	11297	5952	5345	29	5592
Huron.....	21574	19656	984	20640	10960	9680	75	10070
Bruce.....	14851	12895	637	13532	7175	6377	62	6612
Middlesex.....	19454	16388	913	17301	8861	8440	55	7975
Elgin.....	8843	8043	549	8592	4576	4016	40	3648
Kent.....	10787	8571	450	9021	4815	4206	27	4210
Lambton.....	10296	9326	362	9688	5119	4569	30	4677
Essex.....	7904	6584	446	7630	3678	3952	37	3426
District of Algoma.....	604	394	9	403	227	176	3	223
“ Parry Sound.....	80							
Other Districts.....	500							
Total.....	388195	339625	19539	359164	189468	169696	1826	166610
CITIES.								
Toronto.....	14000	12211	68	12279	6355	5924		7210
Hamilton.....	6666	6157	44	6201	3045	3156	350	3900
Kingston.....	3400	3031	35	3066	1507	1559		1435
London.....	4500	4337	175	4512	2347	2165		2620
Ottawa.....	5300	4278	23	4301	2533	1768		2715
Total.....	33866	30014	345	30359	15787	14572	350	17889

Schools of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOLS.							Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
2711	209	654	1239	1427	1010	650	141			1739
2273	162	555	959	1401	943	579	107		104	1645
2487	233	529	1081	1398	1166	812	191		15	2674
1675	113	522	924	1166	715	469	104		235	1373
1172	47	604	443	620	372	187	37		175	758
4222	397	997	1859	2347	1673	1234	287		251	3066
2461	207	583	1194	1440	1043	653	164		58	1376
4013	519	872	1731	2342	1827	1053	229		299	3849
3366	335	762	1498	1788	1446	1070	197		141	2745
2775	452	919	1446	1470	1136	808	204		449	2292
3076	307	957	1632	1870	1244	684	135		277	2339
3082	387	676	1279	1810	1396	984	235		63	2399
2260	482	404	959	1305	1255	774	155		77	1394
4626	501	1438	2243	2702	1993	1118	257		312	3919
4408	560	1056	1968	2463	1884	1254	228		201	3250
4021	703	920	1945	2368	1759	1195	181		270	3199
2928	252	947	1415	1725	1184	691	151		376	2171
3957	363	1154	1942	2326	1521	1018	252	27	355	2855
5563	725	1283	2537	3224	2569	1780	371		226	4833
7663	1049	1557	3381	4389	3507	2585	712	96	766	6095
3401	444	854	1594	2055	1491	928	130		140	3650
7226	878	2204	3530	4052	3114	2158	673		839	5433
2533	416	597	1113	1465	1172	775	152		164	2389
3657	371	824	1697	2125	1715	1149	273	20	180	3178
2510	302	537	1080	1470	1147	761	169		69	2058
2351	406	680	1059	1523	1070	701	101		99	2066
2403	302	640	1153	1467	1012	589	178		88	1860
2911	354	577	1187	1658	1394	1034	207		24	2499
4285	503	1211	2047	2560	1982	1194	220		216	3195
5448	812	950	2144	2785	2636	2047	584		241	4797
4231	281	636	1556	2196	1990	1867	436		133	3072
7126	880	1640	3343	4340	3240	2177	364		330	4861
8308	914	2557	4275	5322	3415	1843	482		858	5639
5193	483	1236	2327	2984	2565	1792	393		210	4526
9509	986	2164	4411	5646	4378	3269	772		438	7650
6243	635	1741	3006	3920	2906	1690	289		582	4736
8297	974	1841	3548	4534	3883	2820	675		366	7079
4254	650	935	1838	2328	1830	1358	303		61	3711
4326	458	1155	1990	2570	1893	1117	296		438	3580
4577	404	1188	1934	2563	2233	1537	233		195	3902
3239	328	878	1407	1919	1603	959	220	44	344	2533
171	6	40	85	153	68	41	16		68	133
170938	19790	42474	77999	99216	76380	51404	11504	187	10733	144141
5001	68	1330	2123	3486	2652	2192	496			4174
1907	44	330	680	1376	1105	1725	985		200	4384
1596	35	118	388	621	627	735	377		150	1772
1687	196	558	767	1057	937	1011	182			2271
1563	23	525	751	925	702	692	706			1833
11754	366	2861	4709	7465	6023	6355	2946		350	15426

TABLE B.—The Public

TOWNS.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending school.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Amherstburgh	700	661	13	674	357	317	1	331
Barrie	850	804	.....	804	381	423	.....	440
Belleville	2200	2066	61	2127	1058	1069	2	1014
Berlin	877	771	5	776	407	369	.....	425
Bothwell	360	354	15	369	186	183	6	187
Bowmanville	750	650	.....	650	320	330	.....	370
Brantford	2300	2223	50	2273	1169	1104	.....	601
Brockville	1200	1170	1	1171	543	628	7	661
Chatham	1950	1915	22	1937	960	977	.....	1042
Clifton	450	413	16	429	194	235	.....	228
Cobourg	1100	900	2	902	485	417	24	292
Collingwood	1000	816	17	833	490	343	.....	386
Cornwall	620	616	13	629	340	289	4	316
Dundas	1100	1000	3	1003	547	456	.....	513
Durham	280	252	4	256	136	120	.....	70
Galt	1188	879	.....	879	444	435	.....	560
Goderich	1300	1053	11	1064	527	537	.....	710
Guelph	1900	1851	34	1885	962	923	.....	1000
Ingersoll	1200	1095	15	1110	565	545	.....	631
Lindsay	1400	1105	25	1130	574	556	9	598
Milton	320	288	7	295	162	133	.....	158
Napanee	875	713	.....	713	398	315	.....	411
Niagara	527	368	15	383	210	173	.....	171
Oakville	600	549	8	557	292	265	.....	316
Owen Sound	1050	975	10	985	513	472	.....	590
Paris	800	731	.....	731	394	337	.....	432
Perth	650	627	16	643	322	321	.....	332
Peterborough	1300	1164	22	1186	631	555	.....	769
Pictou	600	540	.....	540	295	245	.....	261
Port Hope	2450	1561	23	1584	835	749	3	756
Prescott	600	570	10	580	280	300	10	320
Sandwich	401	318	.....	318	151	167	.....	152
Samia	1100	1059	.....	1059	524	535	.....	379
St. Catharines	2250	1596	26	1622	768	854	.....	780
St. Marys	1100	998	19	1017	490	527	.....	522
St. Thomas	878	523	11	534	264	270	.....	282
Simcoe	500	423	4	432	232	200	.....	222
Stratroy	800	763	4	767	384	383	.....	371
Stratford	1122	1034	4	1038	551	484	.....	537
Tilsonburgh	410	363	6	369	189	180	.....	209
Walkerton	600	454	15	469	249	220	1	185
Whitby	1000	865	17	882	464	418	12	459
Windsor	1100	1022	7	1029	527	502	.....	537
Woodstock	1300	989	14	1003	505	498	.....	331
Total	45058	39092	545	39637	20278	19359	79	19857
VILLAGES.								
Almonte	600	477	6	483	270	213	.....	289
Arthur	280	252	24	276	156	120	.....	102
Aylmer	300	274	15	289	160	129	.....	135
Arnprior	600	533	6	539	278	261	.....	313
Ashtabham	450	305	.....	305	178	127	.....	193
Aurora	362	275	40	315	160	155	.....	121
Barrie	185	163	7	170	80	90	.....	84

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 14.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
330	12	61	90	184	145	154	40	.....	143	327
364	.....	40	75	122	214	188	165	.....	8	386
1059	52	225	312	569	578	408	35	.....	.....	915
346	5	42	98	172	194	240	30	.....	.....	433
167	9	43	71	87	76	86	6	.....	.....	160
280	.....	14	95	133	143	230	35	.....	.....	382
1615	57	157	375	539	505	571	126	.....	.....	1143
500	3	62	100	240	214	212	9	334	100	637
878	17	266	414	615	370	240	32	.....	80	743
185	16	28	71	107	101	85	37	.....	.....	230
581	5	50	107	199	202	222	122	.....	.....	492
430	17	114	190	242	144	111	32	.....	200	290
300	9	113	180	159	109	68	.....	.....	.....	198
487	3	93	145	370	230	158	7	.....	.....	423
182	4	18	48	84	74	32	.....	.....	.....	121
319	.....	72	121	182	223	221	60	.....	.....	496
343	11	60	140	251	272	260	71	10	.....	548
851	34	205	421	504	338	355	62	.....	.....	840
464	15	102	194	301	253	235	25	.....	75	504
507	16	107	134	509	214	125	41	.....	.....	568
130	7	27	35	64	76	83	10	.....	.....	154
402	.....	90	92	231	164	136	.....	.....	.....	292
197	15	68	74	87	67	64	23	.....	.....	174
233	8	12	84	115	230	72	44	.....	.....	272
385	10	85	177	405	230	86	2	.....	.....	483
299	.....	30	91	228	188	192	2	.....	.....	368
295	16	25	62	128	153	213	62	.....	.....	392
395	22	90	200	294	238	252	112	.....	.....	523
279	.....	31	67	167	106	107	62	.....	.....	324
805	20	131	270	306	312	195	370	.....	.....	639
250	.....	47	106	125	104	147	51	.....	.....	317
166	.....	12	52	125	76	53	.....	.....	83	196
678	2	126	161	246	236	269	21	.....	.....	519
821	21	49	160	291	335	528	259	.....	.....	1073
476	19	72	172	269	214	226	64	.....	.....	475
241	11	43	91	197	107	96	.....	.....	.....	274
206	4	35	68	104	102	111	12	.....	.....	232
392	4	61	109	216	190	186	5	.....	.....	349
497	4	89	136	277	275	250	11	.....	.....	562
154	6	23	69	108	88	46	35	.....	.....	219
269	14	15	105	82	121	84	62	.....	.....	230
400	11	115	148	199	213	189	18	.....	.....	415
485	7	136	268	291	213	121	.....	.....	.....	371
658	14	68	133	289	213	258	42	.....	.....	492
19201	500	3352	6311	10413	8850	8165	2202	344	689	19180
188	6	76	87	133	85	70	32	.....	.....	222
140	34	25	76	94	56	25	.....	.....	.....	109
141	13	26	46	89	75	61	1	.....	.....	119
222	4	64	100	150	94	130	1	.....	.....	239
112	.....	22	40	69	70	102	2	.....	25	137
154	40	50	100	60	55	40	10	.....	.....	132
79	7	31	22	44	37	36	.....	.....	4	65

TABLE B.—The Public

VILLAGES.—Continued.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending school.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Bradford.....	295	275	1	276	142	134		90
Brampton.....	585	549		549	263	286		357
Brighton.....	348	317	24	341	180	161		217
Caledonia.....	320	325	4	329	177	152		124
Carleton Place.....	440	348		348	163	185		204
Cayuga.....	260	241	4	245	136	109	2	156
Chippawa.....	265	244	6	250	134	116		137
Clinton.....	700	606	5	611	300	311		350
Colborne.....	320	259	7	266	150	116		85
Dresden.....	420	411	6	417	227	190		225
Dunnville.....	450	363	10	373	197	176		217
Elora.....	500	396	12	408	177	231		174
Embro.....	200	184	3	187	79	108		70
Fergus.....	500	494	5	499	257	242		259
Fort Erie.....	250	244		244	133	111		127
Gananoque.....	620	475	6	481	281	200		373
Garden Island.....	267	194		194	106	88		102
Georgetown.....	360	324	10	334	178	156		98
Hawkesbury.....	495	394	5	399	213	186		229
Hespeler.....	300	277	2	279	158	121		141
Holland Landing.....	193	76	6	82	46	36		7
Iroquois.....	220	163		163	94	69		62
Kemptville.....	350	314	33	347	175	172	2	183
Kincardine.....	750	699	1	700	356	344		353
Lanark.....	228	196	6	202	103	99		99
Listowel.....	410	395		395	200	195		150
Lucan.....	285	265	12	277	133	144	3	151
Merrickville.....	350	332	25	357	202	155		204
Millpoint.....	250	245	10	255	135	120	2	100
Mitchell.....	590	541	13	554	268	286		336
Morrisburgh.....	335	273	5	278	156	122		164
Mount Forest.....	590	538	7	545	260	285		267
Newburgh.....	300	201	1	202	103	99		104
Newcastle.....	300	244		244	120	124		133
New Edinburgh.....	170	156		156	86	70		80
New Hamburg.....	375	311	1	312	185	127		230
Newmarket.....	487	405	20	425	241	184	1	178
Oilsprings.....	274	209	6	215	108	107		123
Orangeville.....	425	380	10	390	205	185		150
Orillia.....	450	400	9	409	209	200		213
Oshawa.....	950	895		895	453	442		521
Parkhill.....	350	342	3	345	195	150		160
Pembroke.....	300	212	11	223	136	87		100
Petrolia.....	800	756	52	808	381	427		517
Portsmouth.....	350	248		248	126	122	2	100
Port Colborne.....	350	336	9	345	176	169	2	110
Port Dalhousie.....	380	347	9	356	195	161		150
Port Perry.....	624	468	13	481	247	234		236
Preston.....	400	347	1	348	189	159		179
Renfrew.....	300	285		285	171	114		197
Richmond.....	209	142		142	70	72		57
Seaforth.....	500	442	13	455	230	225		270
Smith's Falls.....	399	312		312	142	170		204
Southampton.....	325	285	7	292	144	148		117
Stirling.....	310	220		220	117	103		121
Streetsville.....	234	204	5	209	105	104		111
Thorold.....	500	490	21	511	248	263	3	232
Trenton.....	600	542	6	548	317	231	2	311

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
185	1	22	63	78	50	50	13			117
212		23	66	121	137	192	10		36	335
100	24		49	69	154	61	8		18	126
201	4	12	40	70	103	100	4		10	159
144		23	51	80	99	61	34			168
85	2	23	52	59	62	31	18			103
104	9	9	36	55	52	82	16		20	136
256	5	30	61	80	180	160	100		20	307
174	7	24	51	63	55	45	28			116
186	6	83	115	81	77	61			32	89
146	10	28	50	67	82	128	18		80	160
222	12	27	35	103	104	102	37			261
114	3	5	28	42	55	53	4			104
252	8	33	74	113	97	129	53			262
117		24	35	48	76	49	12		6	95
102	6	37	63	170	123	83	5			223
92		2	21	43	40	77	11			112
226	10	35	62	96	94	46	1		15	134
165	5	67	79	72	101	69	11		50	146
136	2	16	27	72	61	81	22		9	150
69	6		9	20	24	29				51
101		13	12	50	55	33				78
131	31		26	116	129	47	29			148
346	1	87	147	188	155	109	14			248
97	6	12	20	55	75	32	8		2	79
245		40	93	75	84	90	13		11	165
114	9	11	19	41	83	113	10			154
128	25	77	117	59	42	62				123
145	8	45	80	75	30	25				89
211	13	46	93	115	108	152	40			280
109	5	27	52	66	65	57	11			147
271	7	39	115	127	120	127	17			284
97	1	20	34	37	46	64	1			96
111		18	22	106	40	30	28		20	148
76		2	6	24	52	65	7			73
81	1	15	31	70	76	96	24			194
227	19	56	71	119	97	73	9			170
86	6	10	40	64	80	12	9		20	80
230	10			150	150	90			2	180
187	9	12	76	205	60	40	16			190
374		115	182	298	151	142	7			421
182	3	29	65	83	90	59	19			187
112	11	27	40	69	37	50				150
291		110	153	214	162	169				357
146		8	22	41	43	75	59		4	151
226	7	31	67	61	63	55	68			161
197	9	27	58	96	91	76	8			149
232	13	50	79	115	103	130	4			233
168	1	25	38	65	96	111	13			195
88		22	87	90	43	43				127
85		5	15	33	50	31				69
172	13	51	92	98	107	102	5		40	188
108		27	29	96	98	62			30	174
168	7	42	53	67	78	32	20		15	112
99		30	40		40	100	10		30	159
93	5	30	51	65	37	25	1		16	75
254	22	54	77	130	101	97	52			155
213	22	49	120	168	110	82	19			209

TABLE B.—The Public

VILLAGES.— <i>Concluded.</i>	School population between 5 and 6 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending school.	Boys.	Girls.	AGES OF	
							Under 5.	5 to 10.
Uxbridge	500	393	17	410	219	191	.....	200
Vienna	275	255	1	256	132	124	.....	139
Wardsville	214	214	9	223	124	99	.....	132
Waterloo	550	502	.....	502	264	238	.....	269
Welland	400	382	4	386	194	192	.....	215
Wellington	156	146	13	159	88	71	.....	61
Yorkville	659	626	2	628	334	294	.....	340
Total	28637	24933	569	25502	13315	12187	19	13262
Total Counties	388195	339625	19539	359164	189468	169696	1826	166610
“ Cities	33866	30014	345	30359	15787	14572	350	17889
“ Towns	45058	39092	545	39637	20278	19359	79	19857
“ Villages	28637	24933	569	25502	13315	12187	19	13262
Grand Total, 1872	495756	433664	20998	454662	238848	215814	2274	217618
“ 1871	489615	423033	23293	446326	235066	211260	2291	197293
Increase	6141	10631	.....	8336	3782	4554	.....	*20325
Decrease .....	.....	.....	2295	.....	.....	.....	17	.....

NOTE.—The total number of “Pupils attending school” is sometimes given as greater than the “School
 * The Ages of 26083 pupils were not reported in 1871.

Schools of Ontario.—*Concluded.*

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
193	17	49	100	115	94	35	17		30	207
116	1	17	50	93	58	38				94
82	9	27	46	66	45	39				90
233		36	44	91	131	166	34			264
167	4	69	71	101	68	60	17			145
71	27	10	25	46	32	38	8			97
286	2	101	118	200	110	59	40			214
11673	548	2388	4314	6475	5883	5346	1096		551	9944
170938	19790	42474	77999	99216	76380	51404	11504	187	10733	144141
11754	366	2861	4709	7465	6023	6355	2946		350	15436
19201	500	3352	6311	10413	8850	8165	2202	344	689	19180
11673	548	2388	4314	6475	5883	5346	1096		551	9944
213566	21204	51075	93333	123569	97136	71270	17748	531	12323	188701
198168	22491	46368	86543	116650	94706	71783	26237	4039	12018	188204
115398		4707	6790	6919	2430				305	507
	1287					513	8489	3508		

population between 5 and 16." This is caused by non-residents and persons over 16 attending school.

TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class, (lowest.)	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Glengarry	1783	949	912	962	338	177	4393	3738	3752	2050	373	945	1906	900
Stormont	1092	817	904	845	761	125	3342	2738	2777	1093	126	670	1224	444
Dundas	1081	822	893	952	948	481	3886	3217	3259	1107	78	334	1313	378
Prescott	1383	845	800	658	200	14	3123	2220	2339	914	332	438	957	375
Russell	1134	592	343	102	62	30	1611	1508	1463	574	498	314	776	201
Carleton	2321	1590	1794	1347	1065	280	6331	5616	4487	1565	551	1101	2018	752
Grenville	1712	1103	893	851	461	57	3932	3609	3321	1478	69	496	1401	593
Leeds	3011	1981	1728	1185	149	2	6620	5579	5660	3131	368	1193	3353	215
Lanark	2427	1642	1363	1176	153	.....	5376	4822	4874	2774	767	1472	3220	1401
Renfrew	2194	1031	1203	939	450	166	3790	3360	3277	1491	325	479	1650	671
Frontenac	2735	2156	1191	410	26	4	5303	4162	4297	1967	129	678	2220	651
Lennox	2501	1711	1641	482	45	.....	4453	4816	4614	2730	1495	881	3475	970
Addington														
Prince Edward	1372	1068	1033	1087	267	25	4128	3707	3755	2201	936	1839	2621	1978
Hastings	4065	2778	1756	972	180	.....	7401	6783	6542	2980	1914	2061	3803	1838
Northumberland	3500	2137	1887	1110	219	.....	7642	7054	6640	4220	805	1690	5030	2788
Durham	3077	1714	1661	1420	457	39	7166	6466	6452	3770	1673	2547	4239	2856
Peterborough	2035	1229	1247	925	594	83	5298	5480	4587	2101	309	1396	2662	1498
Victoria	2936	1829	1627	1176	435	237	6975	5970	6234	3218	1311	1613	3264	1534
Ontario	4049	2418	2414	1921	715	247	9692	8586	8377	4538	1583	2544	4513	2592
York	5237	3397	2908	2611	1800	274	13645	11957	11683	6786	4202	3915	7815	4425
Peel	3299	1454	1000	1152	144	3	6762	5118	5135	2882	779	4649	3170	1998
Simcoe	5924	3811	3173	1885	892	46	12157	10057	10054	5653	1449	2941	6152	3453
Halton	2242	1266	840	752	174	.....	4505	4228	4030	2568	620	1951	2297	1242
Wentworth	2770	1736	1432	1317	471	77	6580	5505	5859	3432	1039	1709	3878	2337
Brant	1616	977	800	812	593	366	4484	3989	4016	2190	563	1477	2495	1491
Lincoln	1449	942	1025	984	591	143	4213	3424	3551	1834	607	1908	1880	994
Welland	1677	1031	936	746	498	83	4133	3663	3532	1830	347	964	2135	807
Haldimand	1765	1488	1332	1112	354	6	4910	3985	3990	2337	336	830	2618	2019
Norfolk	2892	1886	1892	1536	890	118	7445	5928	6225	2597	570	1543	3292	1527
Oxford	3933	2601	2055	2015	451	91	9337	8325	8830	5154	1847	2453	5606	3709
Waterloo	5307	2298	917	159	.....	.....	7139	6891	6851	2936	2952	2281	3634	1964
Wellington	4210	2890	3174	3076	1511	243	2347	10451	10185	5335	967	2321	5830	3230
Grey	5941	4091	3944	2485	978	455	13981	11634	11982	5241	1997	2524	5369	3732
Perth	3808	2662	2275	1868	673	11	9444	8201	8255	4451	1399	2609	4901	3053
Huron	8184	4424	3835	2865	1206	126	17880	14890	14781	8687	2313	5532	9332	5912
Bruce	4997	3472	2948	1702	370	63	10718	8926	9147	4667	2399	3208	5181	3474
Middlesex	5226	3528	3562	2838	1478	675	14297	12839	12145	6530	1820	4007	7676	4165
Elgin	2086	1538	1656	1618	1457	237	7238	6087	6252	3676	2011	2064	4086	2041
Kent	3477	2185	1651	1139	535	34	7499	6287	6419	3771	1215	2987	4862	2112
Lambton	3106	1691	1773	1658	1167	293	7968	6482	6727	3458	449	1825	3603	2510
Essex	2589	1619	1391	920	406	105	5082	4104	4220	1963	1973	937	3141	948
Dist. of Algoma	166	67	86	58	17	9	276	269	282	134	138	56	194	78
Total	126369	79466	69895	53828	24181	5425	282002	252671	250858	132014	45634	77382	148792	79764
CITIES.														
Toronto	4231	2291	2747	1499	1241	270	10534	7540	10184	4875	2156	2484	9148	4049
Hamilton	2310	1312	1624	938	17	.....	6201	5714	5836	1893	4012	1893	5335	5335
Kingston	790	568	832	626	153	167	2154	2284	2456	1542	1098	825	1713	1050
London	1546	1256	985	556	169	.....	3014	2921	3595	2137	2585	1882	2921	1657
Ottawa	1926	930	897	363	128	57	2748	2400	2571	2086	4301	961	1760	1554
Total	10803	6297	7085	3982	1708	484	24651	20859	24642	12533	14152	8045	20877	13647

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
192	181	626	361	191	4	53	163	69	53	50	67	30	15	104	27	156	1120	
120	80	154	109	304	44			3		96	33	21	20	100		39	408	
96	117	283	173	19		37	22	18	14	6	53	9	8	47		45	234	
67	50	296	76	298		11	12	25		2	25	3	24	17	8	96	382	
58	43	93	38	73		67	40	18	15	10	8	9	20	16	3	346	376	142
207	298	1269	487	242		77	66	103	82	62	93	54	50	169	50	374	623	137
32	56	379	297	90	80	9	8	6	35		23	8	10	97	6	92	347	60
286	491	800	343		102	82	65	77	115	108	27	120	79	82	142	753	195	9
95	167	397	593	245		8	12	13	66	4	24	31	17	70	3	171	893	130
61	112	299	142	75		9	21	16	61		47	33	26	64	24	181	470	171
70	34	136	232	184	12	23	24	19	47	6	58	10	24	118	14	223	760	77
28	16	134	233	114	36	15	28		36	9				44	5	91	641	
223	452	733	671	537	257	394	357	167	384	395	218	98	133	308	17	1492	1068	77
127	215	580	652	358	104	108	121	70	211	53	81	45	87	186	45	1434	1972	321
111	310	368	637	40	40	129	61	47	21	42	255	63	46	164	5	746	1389	133
184	373	836	1073	378	74	624	215	196	584	200	313	210	226	318	10	877	1914	355
109	288	372	568	947	37	46	170	44	89	94	54	18	62	124	71	394	793	186
198	281	295	675	541		290	138	96	225	229	102	45	55	97	33	1712	2029	492
338	878	829	1511	1499		218	347	165	256	95	269	142	158	360	25	1302	3359	472
321	744	1896	2404	929	80	462	757	212	454	151	335	186	197	493	89	2201	4677	360
132	365	587	933	622		144	315	55	377	195	106	55	60	118	7	569	1216	45
525	890	1023	1216	1002	122	360	289	184	293	124	162	98	110	304	65	880	2240	346
102	308	474	670	27		119	53	96	181	60	114	46	41	145	34	514	986	
103	299	683	763	559	183	526	136	81	107	52	193	101	107	201	14	744	2168	376
112	437	465	850	352		267	204	38	55	111	131	60	107	189	21	1321	1743	76
105	166	458	434	323		130		8	30	44	127	23	20	175	22	171	500	208
136	208	423	339	179		162	46	73	158	56	101	37	52	238	16	379	1191	31
74	140	478	922	23	220	99	92	216	91	129	43	74	80	106	125	238		
127	375	424	888	524	5	268	51	134	147	105	186	78	98	343	20	944	2272	490
320	686	1287	1572			729	443	208	682	338	319	295	244	517	38	1469	1564	332
25	84	100	122	563		86	126		40	4					86	1972	3192	20
438	745	811	1541	920	152	439	142	271	312	148	245	99	166	354	29	1284	3198	95
211	622	565	1624	1215	213	393	229	64	161	139	175	72	112	317	39	1512	3566	171
275	700	790	1140	118		545	77	216	208	69	300	126	237	179	7	731	3628	30
373	729	790	1875	756	10	459	271	206	424	162	359	248	332	396	18	2812	5076	434
262	678	791	1117	818	20	478	179	233	362	259	226	93	251	398	41	1057	3589	272
789	1295	1323	2603	625	77	1180	282	210	382	429	434	246	264	397	81	1579	1294	621
374	650	765	1379	744	45	793	332	245	319	149	345	136	116	913	33	566	715	312
180	523	723	914	121		227	139	117	229	101	172	96	92	363	20	1583	2831	165
133	208	614	580	378		113	106	19	48	96	82	23	41	136	5	209	1462	167
114	274	268	268	330	1	57		25	39	50	24	7	7	61	70	544	245	
.....	25	18	58	6		11	6	1			6	5		8		1	171	70
7833	15593	24635	33083	17269	1918	10247	6145	4164	7393	4432	5935	3133	3794	8836	1368	33804	66497	7353
783	746	2096	2277	1662			1558	973	1237	82	620	389	370	984	204	1384	6950	56
380	325	916	353	6201		490		185			85	12	164	172		4693	5336	
120	223	470	489	203		121	290	176	41	242	140	51	151	182		1252	140	
383	1381	377	1381	525		622	980	573	60		120	25	294	50		345	940	682
613	961	961	173	4301	1991	173	327	173	443	173	207	189	229	255		4301	2888	
2479	3636	4820	4673	12891	1991	1406	3155	2080	1781	497	1172	666	1208	1643	204	11975	16254	733

TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Amherstburgh	305	189	62	60	48	10	585	505	558	362	244	100	426	236
Barrie	174	156	141	129	118	86	574	578	663	363	39	144	361	195
Belleville	785	580	440	264	58	.....	1901	2008	1889	1170	607	949	1053	833
Berlin	379	205	102	58	32	.....	690	466	750	375	310	264	685	675
Bothwell	191	72	19	50	.....	37	369	369	248	174	191	145	174	.....
Bowmanville	220	103	200	127	.....	.....	653	428	650	327	216	277	511	511
Brantford	665	618	476	320	194	.....	1770	1544	1542	1000	755	768	1489	1045
Brockville	458	250	218	135	103	7	857	700	700	522	348	195	820	360
Chatham	845	525	307	165	56	39	1295	1504	1139	1319	509	929	679	382
Clifton	125	101	70	72	61	.....	429	306	409	229	220	149	282	282
Cobourg	220	214	214	169	77	8	762	666	744	473	152	185	518	443
Collingwood	247	226	181	139	40	.....	702	684	636	214	149	130	88	204
Cornwall	347	142	47	64	29	.....	1	372	372	239	150	165	155	95
Dundas	278	203	308	122	92	.....	813	906	815	481	.....	34	706	172
Durham	90	46	62	35	17	6	230	210	216	166	50	75	172	172
Galt	490	124	110	60	50	45	460	380	521	324	380	180	521	180
Goderich	661	168	123	101	11	.....	1064	823	1064	315	661	403	1064	1064
Guelph	707	311	391	269	156	51	1763	354	1559	837	850	687	1469	638
Ingersoll	463	235	146	134	66	66	984	1045	1105	626	617	588	673	626
Lindsay	435	315	152	177	39	12	993	858	772	738	240	192	606	235
Milton	78	83	98	36	.....	.....	295	295	195	165	.....	165	80	78
Napanee	195	95	221	202	.....	.....	663	713	713	423	.....	202	663	202
Niagara	228	90	82	63	20	.....	343	383	313	185	.....	79	223	178
Oakville	255	107	103	92	.....	.....	546	258	536	286	.....	198	287	188
Owen Sound	310	206	307	162	.....	.....	985	985	985	867	636	469	469	349
Paris	237	214	135	145	.....	.....	720	690	695	449	393	268	690	268
Perth	321	100	95	118	9	.....	550	310	390	286	348	155	292	226
Peterborough	545	205	191	162	39	44	1156	1028	1161	526	445	160	846	426
Pictou	130	95	103	135	60	17	511	497	493	298	162	213	454	106
Port Hope	486	386	397	140	127	.....	1050	1050	1050	664	161	127	1050	664
Prescott	219	133	145	142	25	.....	440	530	390	209	330	122	240	204
Sandwich	88	74	72	50	33	.....	216	302	302	133	73	128	151	152
Sarnia	595	180	150	120	14	.....	787	903	877	421	.....	391	800	875
St. Catharines	583	327	233	209	139	131	1472	1278	1241	737	619	477	1276	649
St. Mary's	281	248	168	187	98	35	997	822	827	168	261	313	375	373
St. Thomas	227	109	100	98	.....	.....	534	307	307	277	436	98	307	307
Simcoe	154	90	79	109	.....	.....	432	432	432	278	323	199	432	278
Strathroy	193	190	121	116	62	85	762	677	677	384	620	333	384	263
Stratford	488	225	99	203	23	.....	988	801	859	468	342	576	659	238
Tilsonburgh	150	65	59	51	44	.....	312	312	294	219	150	154	154	154
Walkerton	213	98	31	82	50	.....	400	256	469	256	337	256	256	20
Whitby	227	180	303	104	68	.....	843	843	744	512	406	160	623	555
Windsor	481	213	192	117	36	.....	790	790	760	403	101	245	443	151
Woodstock	206	187	242	157	211	.....	1003	829	923	923	305	432	923	504
Total	14825	8683	7495	5650	2305	679	33690	29997	32085	19791	13136	12479	24589	15750
VILLAGES.														
Almonte	223	98	73	89	.....	.....	566	403	394	349	315	89	394	89
Arthur	68	58	95	30	20	5	130	150	147	107	38	38	107	64
Aylmer	70	75	79	30	35	.....	200	140	140	132	.....	65	190	190
Arnprior	227	102	118	92	.....	.....	428	409	344	206	.....	92	206	206
Ashburnham	133	66	64	30	12	.....	150	225	225	145	.....	42	225	225
Aurora	100	125	40	30	20	.....	265	265	265	215	.....	90	265	50

Schools of Ontario.—Continued.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
36	3	15	8	674		3	4	3		8	2	6		8	199	299	581	
21	39	102	102	184			30	26		21	31	4	21	50	60	60	140	
92	300	104	189	665		225	357	58	85	85	33	1	1	33		771	1619	273
	43	43	43			11	11	11		33	6	7	11	11		433	660	
		40	44			82				37	2	2		39				
	127	127	127							64	42						650	
481	481	402	436			395	1249	235	70	431	100	212	215			885	2152	185
47	205	205	205	300		7	155	72	148	155	78		72	94		70	348	
54	164	135	122	129		3		88	107		88	87	84	86	25	371	238	
61	108	71	108			61	93	46	93	61	13	14	14	29	28	93		
128	152	132	196			37	6	30	2	8	46	21	22	55		6	151	
	63	33	48	13		26	28		19		10	5		12		291	308	
33	33	60	44	60		60		11	11	11	11	11	11	24		139	268	
38	40	191	230	200		60	157			29	3		4					
4	4		25			60		60	60	60	8	10		60	30	60		
45	50		50		50	50		45		45	95	35	45	45		90		
		112	112			112	112		21		7	2	7	25		112	1064	
116	272	296	300			79	48	170	88	79	120	13	25	63	79	944	1370	
	66	224	232			132	66	132	132	66	132	22	66	132		332	332	
133	75	98	133	44		48	3	18	92	9	18	3	33	4	9	184	200	441
		36	36			10	18		18			6		12			295	
		202															713	
29	130	87	105			20		20	35		15	2		20				
	73	83	85	159		20			20					2			85	
		162	80	985													469	985
16	137	153	153	86										9			86	349
		39	30	100						18								
62	120	25	149	365		25		20	13	445	27	13	24	35	18	535	585	445
	12	118	106			106	42	42	42	42	42			50		193	64	
		127	233				127			127			57	4				
30	20	107	107	60		30	122	50			4			12		82	370	
	64	37	73	279		18		3		18				6			137	
		114	102				102		102			5		5		340	639	
215	392	227	257			57	120				90	90	90	90				
63	364	140	224			41		140	196	196	140	38	104	63		243	401	
		98	98						98	98						307		
109	109	109	109			109	432		109	109	109		109	109		244	432	432
		256		620													767	
	30	198	198						105		2			32		589	12	
		95	95				44	44	44		12	12		45			154	
	237	132	105			80					35	22	40	44			469	
12	36	140	140	880			12	12			18	16	10	22		153	595	
157	137	117	137			107	73	75	73		12	2		7			377	
40	300	99	314			94		79		72	54	31	75	60		200	830	112
2022	4386	5089	5892	5803	50	2168	3411	1490	1805	1856	1660	578	1147	1631	448	8026	17571	3222
		40	40						40	40								
	28	10	28	115								1		5			115	
10	35	35	35			25		25	20		25		35	30			120	
		87	87											4			539	
		12	12								5	5	5	6		12		
10	50		60			20		15	20		10	8	6	20				

TABLE C.—The Public

NUMBER OF PUPILS IN THE

VILLAGES— <i>Continued.</i>	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Bath.....	40	84	30	30	20	16	150	140	140	100	.....	65	140	.....
Bradford.....	69	36	93	41	37	.....	270	207	207	125	69	37	171	171
Brampton.....	305	83	116	45	.....	.....	415	350	418	244	388	244	315	191
Brighton.....	111	74	65	60	31	.....	311	311	311	230	74	243	230	230
Caledonia.....	111	82	61	60	15	.....	288	288	270	136	111	75	136	82
Carleton Place.....	102	69	85	92	.....	.....	348	246	248	179	171	24	276	248
Cayuga.....	71	42	67	35	.....	.....	221	165	214	83	.....	30	83	30
Chippawa.....	51	30	82	37	27	23	199	199	199	147	.....	121	90	57
Clinton.....	137	170	134	90	80	.....	529	488	483	374	341	.....	80	394
Colborne.....	88	104	34	40	.....	.....	261	249	231	231	40	40	238	178
Dresden.....	196	121	84	10	6	.....	341	254	385	171	.....	190	164	100
Dunnville.....	106	35	80	102	15	.....	267	190	232	103	.....	30	88	15
Elora.....	70	60	95	81	50	52	402	348	386	157	57	168	158	138
Embro.....	84	55	39	9	.....	.....	157	157	157	103	.....	41	103	103
Fergus.....	134	94	134	84	53	.....	361	386	391	279	336	212	344	12
Fort Erie.....	119	62	30	15	11	7	244	66	200	48	.....	33	33	.....
Gananoque.....	236	137	56	52	.....	.....	481	335	365	164	.....	108	395	245
Garden Island.....	114	37	36	7	.....	.....	80	194	80	80	114	43	43	43
Georgetown.....	125	99	32	49	29	.....	320	244	244	209	.....	78	78	131
Hawkesbury.....	123	133	62	31	38	12	391	391	283	97	40	39	41	.....
Hespeler.....	156	61	29	26	7	.....	239	279	251	123	279	174	279	174
Holland Landing.....	.....	22	27	32	.....	.....	82	82	82	82	50	82	82	59
Iroquois.....	85	23	27	28	.....	.....	163	163	163	73	.....	80	26	38
Kemptville.....	121	91	96	27	12	.....	330	294	294	187	155	187	132	130
Kincardine.....	263	220	167	50	.....	.....	687	637	634	364	334	310	387	73
Lanark.....	41	53	54	33	21	.....	202	202	202	108	.....	108	108	108
Listowel.....	150	110	50	70	15	.....	245	245	245	135	.....	60	245	60
Lucan.....	96	98	41	22	20	.....	248	226	262	178	96	103	236	211
Merrickville.....	95	83	86	93	.....	.....	336	70	80	40	.....	.....	20	.....
Millpoint.....	65	75	90	25	.....	.....	225	205	225	115	.....	115	115	115
Mitchel.....	245	129	76	74	30	.....	554	434	434	282	374	282	434	434
Morrisburgh.....	37	95	53	105	37	.....	249	135	152	49	.....	59	13	.....
Mount Forest.....	149	140	89	137	30	.....	536	380	455	364	289	148	357	263
Newburgh.....	70	24	50	58	.....	.....	202	114	132	86	70	16	132	.....
Newcastle.....	144	54	25	21	.....	.....	215	130	210	46	144	.....	100	100
New Edinburgh.....	70	12	15	20	39	.....	104	71	65	73	80	40	66	60
New Hamburg.....	82	122	80	28	.....	.....	312	312	312	230	210	210	165	160
Newmarket.....	101	68	138	72	46	.....	405	296	291	200	247	200	246	80
Oilsprings.....	26	101	29	48	12	.....	215	180	152	119	.....	12	60	89
Orangeville.....	75	75	187	83	.....	.....	300	250	300	200	.....	100	200	200
Orillia.....	213	40	60	40	50	6	313	259	259	196	309	309	259	96
Oshawa.....	348	154	293	77	12	11	879	860	865	487	433	352	815	610
Parkhill.....	100	119	27	63	36	.....	345	210	220	126	175	170	220	36
Pembroke.....	127	55	25	16	.....	.....	123	123	123	100	.....	16	123	25
Petrolia.....	315	117	89	115	172	.....	512	492	644	415	.....	214	492	510
Portsmouth.....	112	35	44	24	28	5	212	170	164	90	.....	71	98	68
Port Colborne.....	67	84	42	94	56	2	278	223	223	134	80	38	154	134
Port Dalhousie.....	143	70	85	52	6	.....	297	259	223	105	47	75	249	76
Port Perry.....	160	108	110	103	.....	.....	481	396	382	285	235	103	481	183
Preston.....	137	109	58	34	10	.....	348	348	348	211	183	211	211	211
Renfrew.....	90	75	45	75	.....	.....	270	195	180	112	.....	72	112	112
Richmond.....	43	20	29	28	22	.....	134	95	109	59	.....	.....	63	.....
Seaforth.....	109	133	101	42	40	30	407	407	407	213	244	213	346	101
Smith's Falls.....	146	67	62	37	.....	.....	312	312	216	99	.....	37	216	149
Southampton.....	137	25	31	58	41	.....	239	239	239	155	193	155	239	239
Stirling.....	40	45	90	45	.....	.....	200	190	190	135	135	135	135	135
Streetsville.....	72	123	.....	14	.....	.....	189	195	184	115	115	100	115	.....
Thorold.....	146	93	86	151	32	3	452	458	308	191	63	125	183	165
Trenton.....	175	89	171	101	12	.....	333	48	282	204	65	94	275	145

Schools of Ontario.—Continued.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Philosophy.	Natural History.	Natural Physiology.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
.....	.....	65	65	.....	.....	65	65	10	.....	10	20	7	11	.....	11	65	105	.....
.....	.....	45	27	.....	.....	5	45	.....	15	.....	2	.....	.....	6	.....	161	336	.....
.....	45	45	45	.....	.....	.....	.....	.....	.....	.....	25	17	4	.....	.....	.....	.....	.....
.....	.....	63	63	.....	.....	.....	.....	20	.....	.....	12	6	.....	20	.....	75	94	.....
.....	25	.....	94	171	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	50	50	25	.....	.....	72	.....	.....	.....	.....	5	3	.....	2	.....	.....	.....	.....
.....	.....	50	50	.....	.....	50	117	.....	50	.....	30	15	23	20	.....	54	121	.....
.....	.....	40	50	.....	.....	.....	40	.....	.....	40	.....	10	.....	4	.....	74	204	.....
.....	50	145	20	417	.....	.....	.....	1	16	.....	.....	3	.....	.....	.....	.....	.....	.....
12	18	10	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	6	58	58	60	.....	52	66	52	.....	20	.....	52	52	25	.....	20	51	.....
9	9	19	19	.....	.....	18	.....	.....	.....	.....	.....	.....	.....	70	.....	83	.....	.....
107	.....	47	41	.....	.....	101	.....	.....	.....	.....	9	41	47	.....	.....	.....	157	.....
.....	18	18	.....	.....	18	.....	.....	.....	.....	.....	8	4	8	.....	.....	.....	437	.....
.....	108	.....	108	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	244	.....
.....	.....	78	29	.....	.....	29	29	.....	.....	.....	2	2	2	20	.....	20	30	.....
2	24	28	.....	394	.....	.....	.....	.....	.....	.....	24	4	.....	32	.....	78	.....	.....
1	9	9	9	.....	.....	.....	70	.....	.....	.....	3	2	2	3	.....	.....	.....	.....
.....	59	16	59	32	.....	.....	15	.....	.....	.....	7	2	7	8	.....	150	82	.....
5	5	19	27	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	82	.....	.....
.....	52	127	8	.....	.....	15	.....	17	.....	17	.....	.....	.....	14	9	110	40	.....
.....	37	30	50	73	.....	12	.....	42	.....	42	.....	.....	.....	10	16	.....	457	.....
.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	8	6	13	.....	.....	.....	.....	.....
15	15	15	85	.....	.....	85	.....	.....	.....	85	15	2	.....	.....	.....	.....	.....	.....
20	42	20	42	57	.....	20	31	3	20	20	20	6	25	42	.....	.....	.....	.....
.....	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	25	25	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	.....
.....	.....	104	104	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	8	25	.....	.....	.....	.....	8	.....	.....	7	.....	.....	30	.....	.....	.....	.....
25	212	156	210	8	.....	148	.....	24	18	18	10	9	9	27	.....	212	524	86
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	202	.....
10	33	21	21	.....	.....	30	.....	6	.....	.....	14	4	6	14	.....	.....	60	.....
.....	.....	33	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	35	28	312	.....	.....	.....	.....	19	.....	.....	7	3	20	22	.....	40	312	.....
30	30	30	80	80	.....	80	.....	30	30	.....	30	.....	.....	80	.....	.....	200	.....
12	12	12	12	215	.....	12	.....	6	6	.....	7	4	4	2	.....	.....	40	108
60	60	20	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....
.....	.....	.....	96	309	.....	60	60	6	6	56	20	6	6	56	.....	196	409	.....
.....	20	72	62	46	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	775	794	.....
.....	.....	99	99	.....	.....	.....	.....	36	.....	.....	36	8	12	6	.....	.....	.....	.....
.....	.....	16	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
140	172	172	140	.....	74	56	78	.....	.....	.....	46	46	35	24	.....	.....	712	.....
.....	.....	.....	13	20	.....	25	.....	.....	.....	.....	.....	.....	.....	11	.....	.....	.....	.....
.....	84	84	38	.....	.....	.....	.....	38	.....	.....	6	2	6	42	.....	.....	.....	.....
12	12	31	31	.....	.....	23	.....	.....	.....	17	1	.....	.....	1	30	.....	176	.....
.....	.....	103	103	.....	.....	103	.....	103	103	103	.....	.....	.....	.....	.....	103	481	.....
30	.....	30	348	78	.....	.....	.....	10	.....	.....	15	15	50	6	.....	78	211	.....
.....	9	69	69	.....	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	82	82	82	42	.....	40	42	30	70	.....	3	2	.....	2	.....	.....	.....	.....
.....	.....	37	37	.....	.....	.....	.....	.....	.....	.....	30	30	70	30	.....	234	234	.....
7	92	7	92	.....	.....	41	.....	.....	.....	.....	41	7	.....	16	.....	99	.....	.....
.....	.....	45	45	135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	14	14	14	14	14	135	135
7	80	20	78	235	7	51	19	11	22	45	20	3	16	13	115	209	56
10	15	30	45	8	8	30	10	1	7	242

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Schools of Ontario.—*Concluded.*

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
.....	.....	55	55	.....	.....	.....	.....	.....	34	34	.....	.....	.....	25	.....	410	300	.....
.....	.....	90	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	10	.....	256	110	.....
.....	27	22	27	.....	.....	27	.....	6	.....	.....	4	4	22	6	.....	2	502	.....
.....	.....	85	80	.....	.....	72	72	.....	.....	.....	.....	.....	.....	5	.....	.....	137	.....
.....	44	30	44	.....	.....	22	.....	.....	10	.....	6	7	.....	7	10	38	.....	.....
44	44	90	44	.....	.....	25	.....	10	20	10	15	15	15	8	10	100	628	.....
647	1685	2795	3371	3092	177	1422	756	375	734	591	588	314	523	915	52	3777	9761	250
7833	15593	24635	33083	17269	1918	10247	6145	4164	7393	4432	5935	3133	3794	8836	1368	33804	66497	7353
2479	3636	4820	4673	12891	1991	1406	3155	2080	1781	497	1172	666	1208	1643	204	11975	16254	738
2022	4386	5089	5892	5803	50	2168	3411	1490	1865	1856	1660	578	1147	1631	448	8026	17571	3222
647	1685	2795	3371	3092	177	1422	756	375	734	591	588	314	523	915	52	3777	9761	250
12981	25300	37339	47019	39055	4136	15243	13467	8109	11773	7376	9355	4691	6672	13025	2072	57582	110083	11563
14139	24874	32294	41420	36006	4444	9846	9337	8356	5723	4279	10379	4735	5726	12555	2586	28516	89999	10198
.....	426	5045	5599	3049	.....	5397	4130	.....	6050	3097	.....	.....	946	470	.....	29066	20084	1365
1158	.....	.....	.....	.....	308	.....	.....	247	.....	.....	1024	44	.....	.....	514	.....	.....	.....

* TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.									
	Public School Teachers.	Males.	Females.	Church of England.	Roman Catholic Church.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.
Total Counties	4543	2365	2178	720	489	1355	1516	267	38	17	19	44	39
“ Cities	289	65	224	57	77	72	68	3	10				
“ Towns	400	108	292	77	72	123	95	21	7			2	2
“ Villages	244	88	156	49	19	77	67	11	3	3		1	11
Grand Total, 1872	5476	2626	2850	903	657	1627	1746	302	58	20	19	47	52
“ 1871	5306	2641	2665	911	623	1583	1662	298	66	15	19	34	44
Increase	170		185		34	44	84	4		5		13	8
Decrease		15		8					8				

Schools of Ontario.

TEACHERS.

Unitarian.		CERTIFICATES.											ANNUAL SALARIES.			
Other Persuasions.		Total holding certificates.	Provincial 1st class.	Provincial 2nd class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class County Board (old).	New County Board Certificates, 3rd Class.	Interim Certificates.	Number of Schools changing Teachers during the year.	Number of Schools having more than one Teacher.	Highest salary paid.	Lowest salary paid Male Teachers.	Male Teacher without board (average).	Female Teacher without board (average).	
4	35	4543	135	579	818	583	66	1802	560	651	190	600	96	305	213	
.....	2	289	87	45	52	80	.....	25	.....	9	70	800	400	628	245
.....	1	400	55	65	99	63	9	98	11	28	123	1000	260	507	216	
.....	3	244	30	42	61	20	9	75	7	12	69	750	144	436	212	
4	41	5476	307	731	1030	746	84	2000	578	700	452	1000	96	460	228	
14	37	5306	327	517	1512	1503	400	657	390	900	328	1000	100	449	224	
.....	4	170	.....	214	.....	.....	.....	1343	188	.....	124	.....	4	11	.....
10	.....	.....	20	.....	482	757	316	.....	.....	200	.....	.....	.....	.....	.....

TABLE E.—The Public

TOTALS.	SCHOOLS.			SCHOOL-HOUSES.					TITLE.		SCHOOL		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Leased or Rented.	Inspectors.	Clergymen.	Municipal Councillors and Magistrates.
Total Counties	4441	4325	116	825	392	1891	1273	4381	4095	286	8077	3765	1710
“ Cities.....	70	70	.....	40	17	13	.....	70	64	6	1294	1704	68
“ Towns.....	155	155	.....	80	24	50	1	155	140	15	962	1956	192
“ Villages	111	111	.....	45	19	45	2	111	104	7	280	499	118
Grand Total, 1872.....	4777	4661	116	990	452	1999	1276	4717	4403	314	10613	7924	2088
“ 1871.....	4653	4598	55	898	425	1928	1425	4676	4212	464	10934	7617	3241
Increase	124	63	61	92	27	71	.....	41	191	.....	.....	307	.....
Decrease .....	.....	.....	.....	.....	.....	.....	149	.....	.....	150	321	.....	1153

TABLE F.—The Roman Catholic

TOTALS.	No. of Separate Schools.	RECEIPTS.					EXPENDITURE.			TIME AND PUPILS.	
		Amount of Legislative Grant for Teachers Salaries.	Legislative Grant for maps, apparatus, prizes and libraries.	Amount raised from School Rates on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes.	Number of months open.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
Total Sections ...	99	2759 66	33 25	14061 31	3848 66	20702 88	15181 59	106 70	5414 57	10	5935 2449
“ Cities	22	5489 00	555 47	10029 83	5064 06	21138 36	12058 04	1110 94	7969 38	12	7715 4232
“ Towns.....	35	2654 00	181 25	13791 93	5143 83	21771 01	15074 55	410 60	6285 86	12	6299 3207
“ Villages....	15	610 65	44 06	3250 54	1292 59	5197 84	3510 08	88 12	1599 64	11	1457 696
Grand Total, '72	171	11513 31	814 03	41133 61	15349 14	68810 09	45824 26	1716 36	21269 47	11	21406 10584
“ ‘71	160	9081 16	574 65	34815 34	25347 38	69818 53	42393 42	1256 88	26168 23	11	21200 10371
Increase.....	11	2432 15	239 38	6318 27	.....	.....	3430 84	459 48	.....	.....	206 213
Decrease .....	.....	.....	.....	.....	9998 24	1008 44	.....	.....	4898 76	.....	.....

Separate Schools of Ontario.

TEACHERS.					PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.													MAPS, APPARATUS, &c.		
Number of teachers.	Male.	Female.	Male, religious.	Female, religious.	Number of schools opened and closed with prayer.	Number of pupils learning reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Natural Philosophy.	Algebra.	Geometry.	Bookkeeping.	Number of maps.	Number of schools using maps.	Blackboards.	
98	30	68	.....	3	85	5861	4585	3809	1745	1488	1830	506	30	5	.....	7	307	68	87
77	32	45	29	41	22	7307	5359	4891	5174	3584	3224	1983	840	380	293	679	246	22	22	
64	21	43	.....	10	36	6299	4853	3986	4296	2431	2479	919	220	137	63	202	300	35	35
15	4	11	.....	3	13	1457	1141	1013	974	405	478	140	8	11	1	3	72	12	12
254	87	167	29	57	155	20924	15938	13699	12189	7908	8011	3548	1098	533	357	891	925	137	156	
249	84	155	26	44	160	20529	.....	13257	13178	7337	7975	3186	1536	502	223	831	926	128	148
5	3	12	3	13	.....	395	.....	442	.....	571	36	362	.....	31	134	60	.....	9	8
.....	.....	.....	.....	.....	5	.....	.....	.....	989	.....	.....	.....	438	.....	.....	.....	1	.....	.....

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1871.	Legislative Grant.		Local Sources.			Total receipts.
			For masters' salaries,	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria.....	Glengarry.....	24 79	400 00		424 00		25 00	873 79
Almonte.....	Lanark.....		200 00				931 25	1131 25
Arnprior.....	Renfrew.....		340 00		700 00			1040 00
Barrie.....	Simcoe.....	13 46	732 75	14 10	521 00	693 00		1974 31
Beamsville.....	Lincoln.....		525 75	18 35	375 00		237 37	1156 47
Belleville.....	Hastings.....		1026 75	10 00	690 78			1727 53
Berlin.....	Waterloo.....	2 40	380 00	21 45	585 00			988 85
Bowmanville.....	Durham.....		879 75		995 40	279 50		2154 65
Bradford.....	Simcoe.....	702 43	380 00		200 00	185 50		1467 93
Brampton.....	Peel.....	442 50	1098 75	15 00	549 37		140 08	1845 70
Brantford.....	Brant.....	36 13	810 75	51 38	774 50		3187 97	4860 73
Brighton.....	Northumberland.....	1 92	470 00		610 00			1081 92
Brockville.....	Leeds.....	7 33	981 00	50 00	850 00			1888 33
Caledonia.....	Haldimand.....		480 00		1586 50			2066 50
Carleton Place.....	Lanark.....	242 21	400 00		467 73	5 04	4 71	1119 69
Cayuga.....	Haldimand.....	26 49	499 50		5769 24		2835 45	9130 68
Chatham.....	Kent.....	425 87	717 75	25 00	375 00	440 00		1983 62
Clinton.....	Huron.....	330 57	518 26	30 00	600 00	286 00	6 00	1770 82
Cobourg.....	Northumberland.....	469 45	2382 25		1100 00	1171 50	102 00	5425 20
Colborne.....	do.....	301 88	721 50	15 00	346 50		119 15	1504 03
Collingwood.....	Simcoe.....	19 88	400 00	27 49	788 00			1235 37
Cornwall.....	Stormont.....		370 00	39 50	355 00		20 50	785 00
Drummondville.....	Welland.....	118 12	453 75		216 00	280 00		1067 87
Dundas.....	Wentworth.....	1073 57	1110 00		1111 86			3295 43
Dunnville.....	Haldimand.....	160 58	471 00		851 77			1483 35
Elora.....	Wellington.....	8 78	398 00		690 00		244 20	1341 48
Farmersville.....	Leeds.....		508 50	79 43	776 00			1363 93
Fergus.....	Wellington.....	24 26	443 75		300 00		1 98	769 99
Fonthill.....	Welland.....		497 00	5 00		230 00		732 00
Galt.....	Waterloo.....	88 52	3009 75	65 30		2664 26		5827 83
Gananoque.....	Leeds.....		614 25	11 38	1187 63			1813 26
Goderich.....	Huron.....	579 99	572 25	27 00	524 50	168 00		1871 74
Grimsby.....	Lincoln.....	18 00	712 50		400 00	334 30	634 26	2099 06
Guelf.....	Wellington.....	49 05	706 50	10 00	1647 70		22 37	2435 62
Hamilton.....	City.....	59 70	3133 50	136 88	1612 12	1467 65		6409 85
Ingersoll.....	Oxford.....		*1408 75		792 50			2201 25
Iroquois.....	Dundas.....	100 01	993 00	25 00	360 00	33 10		1511 11
Kemptville.....	Greenville.....	72 91	400 00		550 00			1022 91
Kincardine.....	Bruce.....	49 29	577 50		278 67			905 46
Kingston.....	City.....	105 10	2018 25	25 00	618 00	1199 48	243 60	4209 43
Lindsay.....	Victoria.....		508 50	10 00	235 00		516 50	1270 00
London.....	City.....		2434 50		1217 25	101 75	478 85	4232 35
L'Orignal.....	Prescott.....		400 00	15 00	600 00		200 00	1215 00
Manilla.....	Ontario.....	57 50	404 00		202 00			663 50
Markham.....	York.....	176 94	441 75	31 50	1318 75			1968 94
Metcalfe.....	Carleton.....	5 00	400 00		200 00			605 00
Milton.....	Halton.....		434 00	18 00	300 00	150 00	20 00	922 00
Morrisburgh.....	Dundas.....	172 44	545 25		291 50			1009 19
Mount Pleasant.....	Brant.....	3 31	377 25		112 12		392 35	885 03
Napanee.....	Lennox.....	97	2128 50	24 25	508 50		882 00	3544 22
Newburgh.....	Addington.....		777 00		538 50		2014 22	3329 72
Newcastle.....	Durham.....		507 75	20 00	593 47	65 00	39 00	1225 22
Newmarket.....	York.....	59 50	592 50	20 00	300 00	357 50	739 80	2069 30
Niagara.....	Lincoln.....		416 00	7 07	325 00	131 13	200 00	1079 20
Norwood.....	Peterborough.....		433 50	5 00	225 00		669 64	1333 14
Oakville.....	Halton.....		421 75	50 57	639 95		21 46	1133 73

* Grant for two years.

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.	Number of pupils attending.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
867 50			4 53	872 03	1 76	27	Free
700 00	321 25			1021 25	110 00	31	Free
909 62	54 00		17 68	981 30	58 70	38	Free
1607 46	192 75	44 35	62 50	1907 06	67 25	62	\$4
795 00	220 87	36 70	88 48	1141 05	15 42	70	Free
1500 00		20 00	161 78	1681 78	45 75	108	Free
858 50	28 97	46 95	43 85	978 27	10 58	39	Free
1900 00	220 90			2120 90	33 75	100	\$1 50
775 50	167 04		78 76	1021 30	446 63	50	75 cts.
1500 00	19 25	30 00	278 17	1827 42	18 28	96	Free
1598 75	190 69	102 76	2835 30	4725 50	135 23	75	Free
775 00			243 86	1018 86	63 06	60	Free
1600 00		100 00	64 00	1764 00	121 33	121	Free
1150 00	714 34		175 58	2039 92	26 58	40	Free
650 00	2 58	19 50	166 07	838 15	281 54	45	Free
890 00	4511 40		3026 34	8427 74	702 94	68	Free
1300 00	145 96	50 00	191 07	1687 03	296 59	90	\$2
1356 25	150 00	60 00	68 59	1634 84	135 98	61	\$2
4133 98	176 17		311 94	4622 09	803 11	167	\$3 50
1125 00	73 68	30 00	45 47	1274 15	229 88	80	Free
775 00	35 27	60 49	308 89	1179 65	54 72	41	Free
620 00	57 18	81 30	6 00	764 48	20 52	41	Free to residents. \$6
788 00	132 26		41 45	961 81	106 06	47	\$2 50
1800 00			333 11	2133 11	1162 32	108	Free
1371 25	16 25		73 90	1461 40	21 95	60	Free
600 00	183 12		528 87	1311 99	29 49	46	Free
1100 00	50 00	158 86		1308 86	54 07	59	Free
693 75	25 54	12 08	38 72	769 99		58	Free
573 00		10 00	52 00	635 00	97 00	43	\$2 50 and \$3 50
5110 33	274 17	130 60	306 49	5821 59	6 24	269	\$4 35
1436 21		24 01	215 03	1675 25	138 01	56	Free
1325 00		54 00	123 55	1502 55	369 19	70	Free
1687 30	380 26		31 50	2099 06		56	\$3
1793 75	389 75	20 00	232 12	2435 62		80	Free
4880 20	144 88	302 88	1079 51	6407 47	2 38	230	
1596 10	220 80		353 06	2169 96	31 29	84	Free
1202 55	32 32	50 00	116 40	1401 27	109 84	113	Free
866 67	20 00		23 38	910 05	112 86	62	Free
700 00	29 50		156 46	885 96	19 50	68	Free
3503 61	17 50	51 00	254 65	3826 76	382 67	120	\$4 50
1210 00	20 00	20 00	20 00	1270 00		71	Free
3817 25			415 10	4232 35		350	Free
900 00	50 00	100 75	161 15	1211 90	3 10	32	Free
606 00			3 00	609 00	54 50	47	Free
1348 00	182 30	63 00	84 80	1678 10	290 84	52	Free
550 00	25 00		23 00	598 00	7 00	30	
814 00	40 00	38 00	30 00	922 00		44	\$3
783 50		10 00	60 00	853 50	155 69	55	Free
646 04	61 61		73 33	780 98	104 05	59	Free
3127 00	27 29	48 50	252 44	3455 23	88 99	172	Free
1196 42	1958 43		174 87	3329 72		72	Free
988 12	162 00	40 00	10 10	1200 22	25 00	46	\$1
1667 50	224 15	41 50	60 19	1993 34	75 96	62	\$2
866 00	44 00	30 57	91 67	1032 24	46 96	29	\$3
1083 50	161 29	10 00	78 35	1333 14		44	Free
925 00	22 92	104 65	81 16	1133 73		56	Free

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1871.	Legislative Grant.		Local Sources.			Total receipts.
			For masters' salaries.	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Oakwood	Victoria		400 00		200 00		80 00	680 00
Omamee	do	112 79	750 75	25 00	495 00	4 00		1387 54
Orangeville	Wellington	83 23	407 00		250 00			740 23
Osborne	Russell	8 50	249 00		100 00		100 00	457 50
Oshawa	Ontario		1076 25		1428 28			2504 53
Ottawa	City	15 40	1182 75	25 00	500 00	2442 67	1168 73	5334 55
Owen Sound	Grey		1076 25	15 00	538 12		350 63	1980 00
Pakenham	Lanark		370 00		513 00		250 00	1135 00
Paris	Brant		693 75	30 62	1379 80	21 00		2125 17
Parkhill	Middlesex				275 00			275 00
Pembroke	Renfrew		400 00	5 00	200 00	24 50	328 26	957 76
Perth	Lanark		828 75		667 00	120 00		1615 75
Peterborough	Peterborough		2913 00		1100 00	392 50		4405 50
Pictou	Prince Edward		1109 25	24 00	1455 00		2475 00	5063 25
Port Dover	Norfolk		404 50				324 50	729 00
Port Hope	Durham		1162 50		2755 50	672 50		4590 50
Port Perry	Ontario		317 00	33 33	218 50		939 40	1508 23
Port Rowan	Norfolk	45 00	400 00		*200 00			*645 00
Prescott	Grenville	21	426 00	15 00	617 67			1058 88
Renfrew	Renfrew		370 00	20 00	340 27		230 00	960 27
Richmond Hill	York	381 96	359 25		300 00		14 98	1056 19
Sarnia	Lambton	122 78	557 75	5 00	1100 00			1785 53
Scotland	Brant	15 87	434 00		308 00		358 17	1116 04
Simcoe	Norfolk		758 25	20 00	657 65	51 00	180 00	1666 90
Smith's Falls	Lanark	297 35	732 00		215 00	100 50	195 00	1539 85
Smithville	Lincoln	66 61	450 25		350 00	140 00		1006 86
Stirling	Hastings	10 60	400 00	5 00	300 00	5 00		720 60
Stratford	Perth	248 31	1060 50	19 50	533 50			1861 81
Strathroy	Middlesex	473 50	470 25		385 00			1328 75
Streetsville	Peel	204 53	371 00	15 00	244 00			834 53
St. Catharines	Lincoln	1337 24	2695 50	66 00	3366 28	1601 00	500 00	9566 02
St. Marys	Perth		585 00		563 20		100 00	1248 20
St. Thomas	Elgin		993 75		524 00		231 66	1749 41
Thorold	Welland		720 75	8 00	671 50		13 87	1414 12
Toronto	City		1739 25	105 88	17528 50	4060 86	454 35	23888 84
Trenton	Hastings		354 50	25 00	477 68		169 00	1026 18
Uxbridge	Ontario	163 32	340 50	15 50	589 00		100 00	1210 32
Vankleekhill	Prescott	70 00	380 00		200 00		300 00	950 00
Vienna	Elgin		582 00		424 00			1006 00
Wardsville	Middlesex	155 00	426 00		158 00			739 00
Walkerton	Bruce		90 00	28 10	550 00			668 10
Waterdown	Wentworth	202 31	478 50	26 65	344 81			1052 27
Welland	Welland	245 00	615 00		307 50	196 50	364 00	1728 00
Weston	York		438 00	49 39	300 00		1200 00	1987 39
Whitby	Ontario		1563 75	92 50	1081 25	25 50	2732 50	5495 50
Williamstown	Glengarry	214 40	492 00	28 00	755 00	17 50	94 61	1601 51
Windsor	Essex		407 00		493 00			900 00
Woodstock	Oxford	192 56	733 50	7 25	822 00	152 33		1907 64
Total, 1872		10299 32	*77930 25	1613 37	84970 82	20270 07	28184 87	223268 70
“ 1871		8041 18	65536 00	1268 01	50674 19	18985 67	19074 78	163579 83
Increase		2258 14	12394 25	345 36	34296 63	1284 40	9110 09	59688 87
Decrease								

* Estimated, no account.

† To the above \$77930.25 must be added \$600 paid to Meteorological stations on account of 1871, and \$840

The above Table includes payments for the last half of 1871, partly paid in December, and the first

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.	Number of pupils attending.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
632 00			48 00	680 00		32	Free
975 00	48 00	51 05	122 28	1196 33	191 21	73	\$1 English. \$2 Classics
660 60			26 36	686 96	53 27	26	
368 50			21 15	389 65	67 85	26	Free
1675 28	69 00		710 00	2454 28	50 25	105	Free
3726 15	572 40	65 00	908 16	5271 71	62 84	98	\$6 and \$4
1950 00		30 00		1980 00		150	Free
958 00	11 00		96 32	1065 32	69 68	30	Free
1700 00	91 48	61 24	272 45	2125 17		66	Free to county. \$3
30 00	50 00	25 27	43 79	149 06	125 94	25	Free
780 00	111 12	10 00	56 64	957 76		24	
1359 00	20 00	86 75	150 00	1615 75		82	\$4
3777 58	100 92	2 00	441 00	4321 50	84 00	240	\$1 50 and 75 cts.
2006 00	1547 11	48 00	334 97	3936 08	1127 17	104	Free
525 00	130 00	34 00	40 00	729 00		34	Free
2102 21	1788 78		253 01	4144 00	446 50	114	\$2 English. \$3 Classics
1300 00	17 98	92 91	68 34	1479 23	29 00	58	Free
*600 00			*45 00	*645 00		47	Free
900 00	16 37	30 00	84 09	1030 46	28 42	62	Free
751 66		40 00	167 61	959 27	1 00	42	Free
750 00	28 84		41 49	820 33	235 86	43	Free
1050 00	335 50	95 70	133 03	1614 23	171 30	86	Free
836 15	161 00		45 83	1042 98	73 06	43	Free
1350 00	28 00	40 00	248 90	1666 90		85	Free to residents. \$3
854 00	6 75		337 58	1198 33	341 52	62	75 cts.
945 35	5 00		21 05	971 40	35 46	66	\$2
462 00		10 00	107 23	579 23	141 37	37	Free
1585 00	18 95	74 10	103 35	1781 38	80 43	139	Free
974 25	100 00		252 87	1307 12	21 63	76	Free
644 00	40 75	30 00	23 35	738 10	96 43	32	Free
3895 60	1640 70	144 68	2871 25	8552 23	1013 79	255	Free
1000 00	29 74		191 46	1221 20	27 00	70	Free
1625 00			124 41	1749 41		122	Free
1235 00	74 31	27 58	43 50	1380 39	33 73	33	Free
6020 99	7859 60	221 30	9482 32	23584 21	304 63	194	\$5
750 00	146 05	50 00	63 63	1009 68	16 50	56	Free
1100 00	46 58	31 00	11 58	1189 16	20 16	46	Free
840 00			32 25	872 25	77 75	44	Free
821 00	124 00		61 00	1006 00		60	Free
680 00				680 00	59 00	47	Free
400 00	34 51	56 95	165 79	657 25	10 85	20	
767 00	33 43	54 65	145 29	1000 37	51 90	62	Free
1300 00	150 00	50 00	228 00	1728 00		79	\$1
1003 00	791 46	98 78	60 00	1953 24	34 15	50	Free
2175 00	2901 32	192 50	226 68	5495 50		157	Free
728 22	44 63	76 00	85 95	934 80	666 71	65	Free to county. \$2 50
900 00				900 00		76	Free
1400 00	7 59	37 58	228 89	1674 06	233 58	65	\$1
141812 15	31360 51	3869 48	32962 06	210005 20	13263 50	7968	
113861 81	24164 14	2426 72	12427 84	152880 51	10699 32	7490	
27950 34	7196 37	1442 76	20534 22	57124 69	2564 18	478	

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Alexandria		27	27	27	27		3	27	27	8		1
Almonte		31	31	31	31			31	31	19	6	
Arnprior		38	38	38	38		38	38	38	16		
Barrie	62	62	62	62	56	27	48	62	33	33		
Beamsville		70	19	70	63	20	16	70	18	12		
Belleville	108	108	54	108	108		9	108	43	27		
Berlin		39	39	39	39	39	19	39	35	20		
Bowmanville		100	100	100	100	40	35	100	100	54		
Bradford		50	50	50	50	12	12	50	30	25		2
Brampton		96	96	96	96	96	63	96	87	87		9
Brantford		75	75	75	75	75	15	75	72	44		
Brighton		60	60	60	50			60	35	29		
Brockville		121	121	121	121	74	405	121	119	41		
Caledonia		37	40	40				40	39	15		2
Carleton Place		45	45	45	45	25	10	45	20	20		
Cayuga		68	40	68	68		24	68	22	21		1
Chatham		90	90	90	40		27	90	90	52		
Clinton		61	61	61	61	35	30	61	29	39		
Cobourg	15	150	101	135	57	54	28	109	70	48		2
Colborne		80	80	80	30		20	80	60	40		4
Collingwood		41	35	41	41	29	41	41	41	41		
Cornwall		24	24	24	24		5	24	22	13		1
Drummondville	2	47	47	47			47	47	31	30		
Dundas		108	108	108	108	76	6	108	105	66		
Dunnville		60	60	60	60	25	15	60	33	16		
Elora		46	46	46	46			46	7	18		
Farmersville		59	59	59	24	20	25	57	40	6		
Fergus		58	26	58	58		8	58	48	23		5
Fonthill		43	43	43	43	3	4	43	16	10		
Galt		269	201	269	269	49	53	269	200	180		10
Gananoque	56	56	56	56	56	56	16	56	33	15	19	
Goderich	70	70	70	70	60	12	18	70	36	21		
Grimsby	56	56	56	56	50	25	7	56	44	28		4
Guelph	80	80	80	80	80	80	30	80	80	80		1
Hamilton		233	233	233	233		128	233	158	150	14	3
Ingersoll		84	84	84	84		20	84	84	56		
Iroquois	113	113	113	113	97	98	10	104	113	58		
Kemptville		62	62	62	62	62	16	62	40	23		
Kincardine		68	68	68	68	68	30	68	63	29		
Kingston	120	120	66	120	120	113	63	120	69	57		11
Lindsay		71	71	71	71	35	40	71	71	39		
London	303	303	303	303	303	303	253	303	303	138	70	9
L'Orignal	32	32	32	32	32		6	32	32	14		
Manilla	30	47	47	47	47			47	43	27		
Markham	52	52	52	52	52	36	19	52	43	26	7	1
+Metcalfe	23	32	20	32	20	24	7	32	30	16		
Milton		44	44	44	44		3	44	7	8		
Morrisburgh		55	55	55	55			55	20	24		

* Boys only classed here. † No report, figures taken from 1871.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.												CLASSIFICATION.								
In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
	27	27		1	27			8		15	3		20		1	1	2	1	2	
	31	31								30	1		1				30			
38	38	38						10		8	2		20	8			8		1	1
3	62	62	14	29	13			29		35	9		19	8			10	14	6	5
	70	70	16	16		16		13	2	13	4		57				9	1	3	
13	108	108	108	40		45		36		36	5		38	28	6		17	12	7	
39	37	39	17					14	21	14	3		17	8			7	4	3	
25	100	100	35	25		25		35		30	6		25	30	15		10	8	7	5
10	30	30	8		15	15		10		35	3		6				38	6		
15	96	96	55	96	55			37		32	16	42	24	27	13		8	9	7	8
73	73	73	73	20		73		25	8	58	4									
	43	45	4					11		44	2		11				46	1		2
70	121	121	120	121	89	81		70		70	7		27	19	4	1	13	41	13	3
	24	16	22					20	4	14	4		1	35	4			2		
8	45	45	8	25	45	20		13		4	1		11	17	13			4		
4	68	68	2	4		5		16		26	13		12	30			9	8	7	2
24	90	90	11	7	35	16		50		36	16		29	14	11		10	8	11	7
25	61	61	25	34	34	20		22	14	37	18		17	7			18	12	7	
	144	89	20	3	6	10		58	11	119	84		24	33	21		15	54	59	24
3	80	80	18	10		30		20		60					8	12	30	14	10	6
6	41	41		29		35		22		12			19	10			5	7		
2	24	24	1	1		10		10		24	10						13	3	6	2
	47	47	47	47	47	47		22		29	4		18				10	11	7	1
61	108	108	55	51	108	51		62		27	5		67	10	4		12	9	6	
	48	60	10	8	4			12	4	20	2		40				10	10		
7	22	46	6	3	12	7		46	11	17	2									
6	58	50	7	4				5		10	1		36	2			10	2		
22	47	57						21		16	3		24	10	5	2	11	4	2	
27	43	43	7					18	2	11	6		12	20			5			6
53	200	269	50	90		39		212	65	207	74	234	25	35	29	37	18	15		
19	56	56	14	56	40	4		22		8	4		48				4	4		
70	68	68			35	14		23		28	4		24	18			18	10		
13	51	52	13					15	3	35	4		14		3	4	14	6	8	7
26	80	80	10	10	10			20	30	71	13			9			54	17		
158	233	233	57	80	54			176	30	129	43		12	41	40	11	63	28	19	19
20	84	84	25		12			20	8	24	8		30	26	4		10	10	4	
5	113	98	12	5		5		23		113	4		2	2			87	13	9	4
20	62	62	20	25	30	35		7		11	1		31	20			1	10		
20	68	68	24	16	16			13		30	5		28	10			25	4	1	
45	89	120	65		40	37		43	11	115	37	81		5			53	22	19	21
	71	71	15	33				16		38	9		16	11				23	2	
178	303	303	253	253	86			80	28	50	9	303	97	86	70		29	12	6	3
16	32	32	18	6	14	19		5		10	3		17	5			5		5	
	47	47	3					3		44			3				44			
6	52	52	12	8	46			12	1	24	13	56	26	2			12	7	5	
	32	32	5		15	5		15		28	25		4				28			
	36	44	2			2		11		30	4		8	6			10	11	8	1
	55	55		55		14		20		35	6		12	8			24	6	5	

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Mount Pleasant		59	59	59	59	35	26	59	50	22		
Napanee		172	172	172	151		59	172	57	28		
Newburgh	35	72	72	72	72		20	72	60	25		
Newcastle	46	46	46	46	46	20	15	46	10	8		1
Newmarket	7	62	62	62	45	17	24	62	61	43		
Niagara		27	24	27	29	16	10	29	4	12		
Norwood		44	36	44	34		23	44	21	7		
Oakville	16	48	50	50	40	22	11	56	29	25		
Oakwood	30	32	32	32	32	32	32	32	32	32		
Omeme	73	73	54	73	40	12	19	73	37	26		7
Orangeville		26	13	15	20	21	14	26	16	8		1
Osborne		26	26	26	26	20	4	26	2	6		
Oshawa		105	105	105	105	100	30	105	95	105		
Ottawa	32	98	98	98	98	34	6	98	98	98		29
Owen Sound	150	150	110	150	150		40	150	150	52		
Pakenham		30	12	14	17		5	30	8	4		
Paris		66	66	66	66		66	66	66	21		
Parkhill		25	25	25	25			25	25	9		
Pembroke		24	24	24	24		24	24	14	10		
Perth		81	81	81	81		25	81	81	62		6
Peterborough		240	240	240	240	140	85	240	240	240	4	12
Pictou		104	104	98	100	104	72	104	86	28		
Port Dover	34	34	34	34	20	1	20	34	20	16		
Port Hope		114	114	114	114	114		114	114	114		4
Port Perry		58	58	58	58	58	33	58	28	25		1
Port Rowan	47	47	26	47	47		8	47	12	4		
Prescott	38	62	62	62	62	62	40	62	62	25	7	
Renfrew		42	42	42	42		20	42	35	17		
Richmond Hill		43		43				43	22	24		
Sarnia	86	86	86	86	70	70	58	86	62	20		
Scotland		43	43	43	40	10	6	40	42	10		
Simcoe	85	85	85	85	85	85	85	85	85	45		
Smith's Falls		62	62	62	62		62	62	62	25	37	4
Smithville	66	66	40	66	40		4	60	24	18		
Stirling	37	37	27	37	23	10	14	37	37	9		
Stratford	129	129	129	129	129		32	129	68	26		
Strathroy		76	76	76	76		76	76	76	11		
Streetsville		32	32	32	16	5	20	32	5	8		3
St. Catharines	255	255	204	255	255		53	255	204	96		
St. Marys		70	70	70	69			70	70	53		
St. Thomas		122	122	122	122	122	83	122	122	31		
Thorold		33	33	33	33		33	33	33	15		
Toronto	194	194	194	194	178	90	133	192	192	160	34	16
Trenton		56	56	56	56		53	56	56	39	17	
Uxbridge		46	46	46	46	46	46	46	46	31		
Vankleekhill	44	44	44	44	44	44	23	44	44	44		
Vienna	60	60	60	60	60	60	42	60	60	30		
*Walkerton		40	40	40	40		30	40	40	30		

* Estimate—no report.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.												CLASSIFICATION.								
In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agricul- ture.	In Natural History.	In Physiology.	In Elements of Civil Gov- ernment.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
25	59	59	25	30	12	30		15		17			17	6	10	7	4	4	7	4
21	172	172	34	163				15		17	8		67	26			46	22	9	
10	52	72	10		72	12		15		17	3	4	35	9			22		6	
	46	46			36	43		19	3	20	3	44	20	6			10	5	2	3
19	62	52	25	24	43	7		33		35	20		12	7	8		10	14	10	1
	27	29	4	18				12		22	2		3	4			10	8	2	2
3	44	44		44	10	8		7		44							20	21	3	
	46	46	9	16				10	5	26	13		30	20	3	1	17	22	3	1
32	32	32	32	32	32	2		3	2	2	1		28	2			2			
18	54	74	18	46				18		37	6		18	10	10	8	17	12	6	2
2	20	26						6		12	2									
	15	23		3				8		4	2		22						3	1
105	105	50	40	30	25			40		94	20		10				60	20	8	7
29	98	98	29		29			59	8	98	43						24	33	30	11
140	150	150	20	20	20			58	6	79	7		49	7	13	2	42	23	6	8
	28	27	8			9		12		22	6		8				14	2	3	3
66	56	66	66	66		42		21		58	3	31	6	2			47	14	4	1
	25	25						15		7			18				7			
2	24	24								13			10	1			9	4		
13	81	81		13	19			41		68	18		8	5			44	12	8	4
20	240	240	32	36	3	45		106	9	119	25		65	39	17		35	33	27	24
	25	93	13	34	25	25		20		60	2		38	6			89	7	6	2
10	34	34	20					15		14	4		8	5			3	8	4	4
	114	114	22	37	114	37		35		27	6		44	27	14	2	11	10	4	2
30	58	58	58	58	58	50		12		30	2		24	4			19	5	6	
	47	47	22					19		11	1		3	10	12		8	9	5	
30	62	62	62	38	48	11		6		23			26	13			19	4		
	42	42	10	31	28			15		12			23				10	9	1	
	43	43	8					23		18	8		6	12	7		5	9	4	
62	86	86	43	32	43			30		10	4		45	20	11			5	4	1
10	43	43	5	1		11		13		29	1		12	2			7	12	8	2
85	85	85	58	58	58	58		31		27	6	45	36	15	7		11	4	2	10
62	62	62	62	62	62	62		19		21	4		22	18	1		13	4	4	
4	66	60	8		30					40	3		5	12	19	30	33	7		3
8	32	35	3	14				21		6			21	4			6			
34	129	129	98	40				40		33			63	33			14	5	10	4
25	76	76	7			10		24		32	1		41	2			30	2	1	
4	32	32	2	32	20	5		2		11	1									
16	255	255	16	30	24			75	5	141	26		31	39	25	19	46	40	35	20
70	70	70	70		70			53		39	9		13	15		3	12	16	5	6
122	122	122	122	83	122			17		26	6		74	22			9	10	7	
33	33	33	33	33	33	33		8		8	1		16	10			4	3		
40	194	194	40		36			86	45	146	30		21	24	2	1	87	40	14	5
35	56	56	40	45	56			15		21	3		35	4			17	4		
46	46	46		46	31			20		15	5		23	8			11	2	2	
23	44	44	44	44		23				10	6		17	17			4	6		
42	60	60	60	42	42			10	1	18	2		30	12			7	9	2	
20	40	40	40	20	20			20		20	5		15	10			10	5		

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Wardsville.....		47	47	47	47	10	6	47	10	8		
Waterdown.....		62	62	62	62		20	62	28	15		1
Welland.....		79	79	79	79	79	79	79	40	24		1
Weston.....		50	50	50	50	10		50	50	36		8
Whitby.....	157	157	157	157	135	35	22	157	120	78		
Williamstown.....		61	61	61	30	61	54	61	54	40	4	4
Windsor.....		76	76	76	76			76	18	17		
Woodstock.....		65	60	60	40	20	60	65	40	17		2
Total 1872.....	2612	7884	7278	7836	7178	3176	3127	7834	6033	3894	219	174
“ 1871.....	2108	7392	6277	7467	6957	2092	2184	7499	4325	2677	39	213
Increase.....	504	492	1001	369	221	1084	943	335	1708	1217	180	
Decrease.....												39

† The classification still incomplete.

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school house and site.	Schools under united boards.	Year when school was first opened.	Number of maps in school.
Alexandria	Frame	1864	Rented	$\frac{1}{2}$ acre	\$ 300		1865	16
Almonte	Stone and frame	1868	Freehold	167 ft. x 280 ft.	6000	1	1872	9
Arnprior	Frame	1862	Rented	Street		1	1864	11
Barrie	Brick	1850	Freehold	4 acres	2500		1843	12
Beamsville	Brick	1857	Freehold	2 "	2500	1	1850	10
Belleville	Brick	1851	Freehold	$1\frac{1}{2}$ "	8000	1	1840	8
Berlin	Frame	1851	Rented	$\frac{1}{2}$ "	600		1855	14
Bowmanville	Brick		Freehold	1 "	8000	1		50
Bradford							1860	11
Brampton	Brick	1856	Freehold	$1\frac{3}{5}$ "	4000		1856	25
Brantford	Brick	1868	Freehold	"	2500		1866	36
Brighton	Brick	1859	Freehold	"	1000	1	1854	18
Brockville	Stone	1855	Freehold	"	16000	1	1818	83
Caledonia	Brick	1840	Rented	none	2000		1853	12
Carleton Place	Stone	1870	Freehold	1 acre	7000	1	1853	15
Cayuga	Brick	1868	Freehold	1 "			1851	14
Chatham	Brick	1855	Freehold	"				25
Clinton	Brick	1869	Rented	"	9000		1866	12
Cobourg	Brick	1855	Leased	Common			1820	16
Colborne	Brick	1859	Freehold	1 acre	2000	1	1857	12
Collingwood	Frame	1856	Leasehold	$\frac{1}{5}$ "	700		1859	9
Cornwall	Brick	1806	Freehold	$\frac{1}{2}$ "			1806	13
Drummondville	Frame	1833	Freehold	2 "	4000		1856	24
Dundas	Brick	1855	Freehold	1 "		1	1855	14
Dunnville	Brick	1870	Part of Public School building	$\frac{1}{2}$ "	7000		1869	10
Elora	Stone	1864	Freehold	$2\frac{1}{2}$ "	1500		1851	18
Farmersville	Stone	1860	Freehold	$\frac{1}{2}$ "	7000	1	1860	9
Fergus		1865					1865	
Fonthill	Frame	1863	Rented				1863	13
Galt	Stone	'52-70	Freehold	7 "	15000		1852	39
Gananoque	Stone	1859	Freehold	$\frac{1}{2}$ "	owned by pub school	1		20
Goderich	Brick	1850	Rented	$\frac{1}{4}$ "	1400		1841	12
Grimsby	Frame	1859	Freehold	"	700		1857	14
Guelph	Stone	1849	Freehold	4 "	2000	1	1841	20
Hamilton	Stone	1866	Freehold	180 ft. x 200 ft.	9000	1		21
Ingersoll	Brick	1871-2	Freehold			1	1850	15
Iroquois	Stone	1846	Leased	1 acre	3000		1846	12
Kemptville	Stone	1842	Freehold	$\frac{1}{4}$ "	300		1842	16
Kincardine	Frame	1861	Freehold	$1\frac{1}{2}$ "	7000	1	1860	20
Kingston	Stone	1852	Freehold	$1\frac{3}{5}$ "	7000		1792	36
Lindsay	Brick	1862	Freehold	4 "	10000	1	1854	12
London	Brick	1849	Freehold	5 "	16880		1834	36
L'Orignal	Stone	1852	Freehold	1 "	1000	1	1822	11
Manilla	Frame	1864	Freehold	$\frac{1}{2}$ "	1000	1	1864	6
Markham	Frame	1858	Freehold	$1\frac{1}{4}$ "	1200		1858	7
Metcalfe	Frame	1863	Rented	$\frac{1}{2}$ "	1000	1	1863	10

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library, books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1	\$ 100			2					1	Walter Rutherford, B.A., <i>Toronto</i> .
2	800				3				2	Abraham Devitt, M.A., <i>Victoria</i> .
2			1		2				2	W. C. Middleton, B.A., <i>Toronto</i> .
1			1	1	4	2	2	5	3	H. B. Spotton, M.A., <i>Toronto</i> .
1	80	1	1		5	1		11	2	John Read Teefy, B.A., <i>Toronto</i> .
1	90		1		4	1		7	2	Alexander Burdon, <i>St. Andrew's</i> .
2	750	1	1		15		5		2	James W. Connor, B.A., <i>Toronto</i> .
		1	1						3	John King, A.M., <i>Dublin</i> .
2	400		1	2	2	1	11	12	1	John J. Magee, B.A., <i>Toronto</i> .
		1	1		10				2	George H. Robinson, M.A., <i>Toronto</i> .
2	300		1				2	6	2	J. D. O'Meara, B.A., <i>Toronto</i> .
2	300		1		5				2	A. M. Peterson, B.A., <i>Victoria</i> .
	40				3	4	1		3	L. Hamilton Evans, B.A., <i>Trinity</i> .
2	100	1	1		3	5	5	1	2	W. M. Elliott, M.A., <i>Victoria</i> .
	50	1	1		2	3			2	Irvin Stuart, B.A., <i>Queen's</i> .
2	150				5	6	2	10	2	L. George Morgan, B.A., <i>Trinity</i> .
2			1					23	2	W. H. Ballard, B.A., <i>Toronto</i> .
		1	1	20	4	3	6	15	2	James Turnbull, B.A., <i>Toronto</i> .
2	600		1			3		6	4	Rev. James Roy, M.A., <i>Victoria</i> .
1	212	1	1	1	3		2	1	2	Alexander Murray, M.A., <i>Aberdeen</i> .
1			1	1	4	1		2	2	Joseph Adam Clarke, B.A., <i>Victoria</i> .
1	200	1	1		1	8		5	1	James Smith, A.M., <i>Aberdeen</i> .
2			1		8	1		14	2	James Y. Cameron, A.M., <i>Queen's</i> .
	200	1	1		2		1	4	2	John Seth, B.A., <i>Queen's, Ireland</i> .
									2	Richard Ward Young, B.A., <i>Victoria</i> .
3	500	1	1	1	8	4	1		1	Thomas W. Mills, M.A., <i>Toronto</i> .
1	250	1	1	1	2	1		25	2	John W. Raveill, M.A., <i>Victoria</i> .
		1	1		3	12	1		1	James E. Burgess, B.A., <i>Queen's</i> .
2	250	1		1	5	6	2	1	2	Alexander Carlyle, B.A., <i>Toronto</i> .
5	800		1	6	23	4	3	10	11	William Tassie, M.A., LL.D., <i>Toronto</i> .
		1	1						2	J. Lawton Bradbury, M.A., <i>Trinity</i> .
2			1		4		8		2	Hugh J. Strang, B.A., <i>Toronto</i> .
2		1	1	2	6	4			2	Daniel Campbell, <i>Certificate</i> .
2	170	1	1						3	Alfred M. Lafferty, M.A., <i>Toronto</i> .
2	1200	1	1		37	3	10	20	5	J. M. Buchan, M.A., <i>Toronto</i> .
1	75	1	1					16	2	Thomas McFarlane McIntyre, M.A., <i>Albert</i> .
2	200	1	1	5	10	15	3		2	William A. Whitney, M.A., <i>Victoria</i> .
2		1	1		2				2	James Christie, A.M., <i>Aberdeen</i> .
1	100	1	1		12	4		14	2	John Thomson, B.A., <i>Queen's</i> .
2	400	1	1	3	15	4	7	5	4	Samuel Woods, M.A., <i>Toronto</i> .
2			1		10				2	Robert Dobson, <i>Certificate</i> .
4	2750	1	1		14		4	25	6	Benjamin Bayly, A.B. <i>Dublin</i> .
2	300		1	1	2	2	1	8	2	Finlay Ferguson Macnab, B.A., <i>Queen's</i> .
2	100			1		8		4	2	John McCabe, LL.B., <i>Victoria</i> .
2	500	1	1			6			2	James H. Hughes, M.A. <i>Toronto</i> .
2		1	1						1	Charles Wesley Stickle, M.A., <i>Victoria</i> .

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school house and site.	Schools under united boards.	Year when school was first opened.	Number of maps in school.
Milton	Frame.....	1853	Leased	1 acre	1000	.....	1856	20
Morrisburgh	Brick	1861	Freehold	1 "	6000	1	1865	15
Mount Pleasant	Concrete ..	1848	Freehold	2 "	2000	1	1860	20
Napanee	Brick	1865	Freehold	2 "	15000	1	1850	20
Newburgh	Stone	'54-72	Freehold	1½ "	5000	1	1844	8
Newcastle	Brick	1859	Freehold	1 "	6000	1	1859	8
Newmarket	Brick	1853	Freehold	2 "	1200	.....	1858	38
Niagara	Stone	1836	Rented	½ " .....	.....	.....	1828	20
Norwood	Brick	1854	Freehold	1 "	4000	1	1852	11
Oakville	Brick	1852	Freehold	1 "	2600	1	1854	60
Oakwood	Frame.....	1858	Freehold	1½ "	2000	1	1859	5
Omeme	Frame.....	1860	Freehold	1 "	2000	1	1860	18
Orangeville	Brick	1871	Freehold .....	.....	.....	.....	1865	20
Osborne	Stone	1866	Freehold	¾ "	1000	1	1865	15
Oshawa	Brick	1850	Freehold	¾ "	6000	1	1843	12
Ottawa	Frame.....	1861	Rented	Only public square.	.....	.....	1843	26
Owen Sound	Stone	1869	Freehold	5 "	10000	1	1856	20
Pakenham	Frame.....	1864	Freehold .....	.....	.....	1	1864	12
Paris .....	.....	.....	.....	.....	.....	1	.....	22
Parkhill	Brick	1870	Rented	1 " .....	.....	1	1872	12
Pembroke	Frame.....	1863	Freehold .....	.....	.....	.....	1863	8
Perth	Stone	1852	Freehold	1 "	3000	1	1830	12
Peterboro'	Brick 2	'60-71	Freehold	2 "	30000	1	1850	50
Pictou	Brick	1871	Freehold	¾ "	4000	1	1832	12
Port Dover	Brick	1856	Freehold	2 "	7000	1	1856	14
Port Hope	Brick	1862	Freehold	½ "	4000	1	1866	22
Port Perry	Brick	1857	Freehold	1 "	1500	1	1868	16
Port Rowan	Frame.....	1860	Freehold	¾ "	2000	1	1863	20
Prescott	Brick	1867	Freehold	¾ "	8000	1	1850	20
Renfrew	Frame.....	1856	Town hall ..	¾ " .....	.....	1	1853	60
Richmond Hill	Frame.....	1853	Freehold	1 "	1000	1	1852	11
Sarnia	Brick	1856	Freehold	1½ "	4000	1	1844	10
Scotland	Frame.....	1867	Freehold	1 "	3000	1	1857	11
Simcoe	Brick	1857	Freehold	3 "	10000	1	1830	32
Smith's Falls	Stone	1871	Freehold	¾ "	10000	1	1844	12
Smithville	Frame.....	1854	Freehold	1 "	500	.....	1863	12
Stirling	Frame.....	1867	Freehold	½ "	1200	1	1853	9
Stratford	Brick	1856	Freehold	1 "	5000	1	1852	19
Strathroy	Brick	1866	Rented	1 " .....	.....	1	1861	14
Streetsville	Brick	1849	Freehold	¾ "	1000	1	1850	12
St. Catharines	Brick	1823	Freehold	¾ "	8000	.....	1829	20
St. Mary's	Stone	1861	Freehold	¾ "	10000	1	1861	20
St. Thomas	Brick	'40-72	Freehold	¾ "	15000	1	1853	8
Thorold	Frame.....	1825	Rented	1 "	1000	.....	1860	13
Toronto	Brick and stone	1871	Freehold	1 "	30000	.....	1808	12
Trenton	Frame.....	1866	Freehold	4/5 "	500	1	1866	17
Uxbridge	Frame.....	1860	Freehold	none	1000	1	1858	20
Vankleek Hill	Brick	1857	Leased	¾ acre	1000	.....	1848	5

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1	100	1	1	1	2	1	1	1	1	1 Rev. Nelson Burns, B.A., <i>Toronto</i> .
1	100	1	1	1	2	1	1	15	2	2 Edward Poole, B.A., <i>Lennoxville</i> .
2	120	1	1	1	6	6	4	4	2	2 P. Alvan Switzer, B.A., <i>Victoria</i> .
2	800	1	1	1	6	5	2	18	4	4 John Campbell, M.A., <i>Victoria</i> .
1	100	1	1	1	5	10	10	4	2	2 Alfred McClatchie, M.A., <i>Victoria</i> .
2	80	1	1	1	10	10	10	5	2	2 Rev. Stuart Foster, M.A., <i>Toronto</i> .
2	1000	1	1	1	2	2	2	5	2	2 William Randle Nason, B.A., <i>Toronto</i> .
1	1	1	1	1	3	7	1	5	1	1 Rev. Charles Campbell, <i>pro. tem.</i>
2	50	1	1	1	2	7	1	5	2	2 John Moore, M.A., <i>Victoria</i> .
1	800	1	1	1	2	7	1	5	2	2 Rev. William Lumsden, M.A., <i>Victoria</i> .
2	100	1	1	1	5	2	4	4	2	2 Alexander Sim, A.M., <i>Aberdeen</i> .
1	500	1	1	1	6	5	9	9	2	2 John Shaw, <i>Certificate</i> .
1	250	1	1	1	1	1	1	1	2	2 John Maxwell, B.A., <i>McGill</i> .
6	500	1	1	1	1	1	2	2	2	2 P. L. Dorland, B.A., <i>Albert</i> .
2	750	1	1	1	14	3	2	2	5	2 W. W. Tambllyn, M.A., <i>Toronto</i> .
2	500	1	1	1	12	12	25	20	3	3 J. Thorburn, M.A., <i>McGill</i> .
1	1	1	1	1	6	7	2	3	3	3 Henry De la Matter, <i>Certificate</i> .
1	1	1	1	2	6	7	2	3	2	2 William H. Law, B.A., <i>Victoria</i> .
1	120	1	1	1	2	6	7	2	2	2 Jonathan William Acres, B.A., <i>Trinity</i> .
2	600	1	1	1	12	20	10	6	2	2 D. A. McMichael, B.A., <i>Toronto</i> .
2	500	1	1	1	1	1	1	1	1	1 R. George Scott, B.A., <i>Toronto</i> .
1	200	1	1	1	1	1	1	1	5	5 James B. Dixon, M.A., <i>Wesleyan</i> .
2	600	1	1	1	10	2	2	6	2	2 Edward T. Crowle, M.A.
1	300	1	1	1	4	6	6	8	1	1 James Lumsden, M.A., <i>Aberdeen</i> .
1	300	1	1	1	2	2	2	2	3	3 Adam Purslow, <i>Certificate</i> .
2	200	1	1	1	2	2	2	2	2	2 Dugald McBride, B.A., <i>Victoria</i> .
1	300	1	1	1	2	2	2	2	3	3 George F. Shepley, B.A., <i>Victoria</i> .
2	200	1	1	1	2	2	2	2	2	2 Moses McPherson, M.A., <i>Victoria</i> .
1	300	1	1	1	4	4	2	15	2	2 Archibald P. Knight, B.A., <i>Queen's</i> .
3	700	1	1	1	4	4	2	15	1	1 James Crozier, B.A., <i>Toronto</i> .
1	400	1	1	1	2	3	1	1	2	2 William Sinclair, B.A., <i>Toronto</i> .
2	600	1	1	1	32	3	3	1	2	2 Andrew McCulloch, B.A., <i>Queen's</i> .
3	50	1	1	2	6	1	2	9	2	2 Dion Cornelius Sullivan, LL.B., <i>Toronto</i> .
2	50	1	1	1	6	8	8	7	2	2 W. Taylor Briggs, B.A., <i>Trinity</i> .
1	500	1	1	1	3	12	3	5	2	2 William Cruickshank, A.M., <i>Aberdeen</i> .
3	25	1	1	1	3	3	3	5	1	1 John N. Muir, B.A., <i>McGill</i> .
2	150	1	1	1	2	5	8	10	2	2 C. J. Macgregor, M.A., <i>Toronto</i> .
1	700	1	1	3	18	5	8	10	2	2 W. M. Nichols, B.A., <i>Trinity</i> .
2	500	1	1	1	12	8	3	3	1	1 Rev. W. S. Westney, M.A., <i>Trinity</i> .
2	750	1	1	1	12	4	2	49	4	4 J. Howard Hunter, M.A., <i>Toronto</i> .
2	50	1	1	1	12	4	2	49	1	1 William Tytler, B.A., <i>Toronto</i> .
1	1254	1	1	2	90	2	10	10	2	2 Rev. George Grant, B.A., <i>Toronto</i> .
1	250	1	1	2	90	2	10	10	2	2 A. D. Cruickshank, B.A., <i>Toronto</i> .
1	75	1	1	2	90	2	10	10	8	8 Archibald McMurphy, M.A., <i>Toronto</i> .
1	75	1	1	2	90	2	10	10	2	2 Henry M. Hicks, B.A., <i>Toronto</i> .
1	75	1	1	2	90	2	10	10	2	2 William Dale, B.A., <i>Toronto</i> .
1	75	1	1	2	90	2	10	10	2	2 Andrew Agnew, B.A., <i>Queen's</i> .

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school house and site.	Schools under united boards.	Year when school was first opened.	Number of maps in school.
Vienna	Brick	1862	.....	.....	\$	1	1850	25
Walkerton .....	.....	.....	.....	.....	.....	.....	.....	.....
Wardsville	Brick	1859	Freehold	1½ acres.....	3500	1	1860	20
Waterdown	Stone	1854	Freehold	3½ “.....	5000	1	1857	14
Welland	Brick	1870	Freehold	1 “.....	1000	1	1857	60
Weston	Brick	1858	Freehold	½ “.....	3100	.....	1857	12
Whitby	Brick	1846	Freehold	1½ “.....	4000	1	1846	20
Williamstown	Brick	1859	Freehold	½ “.....	2400	1	1828	13
Windsor	Brick	1872	Freehold	With public school..	16000	1	1854	12
Woodstock	Brick	1849	Freehold	1 acre	3600	.....	1843	12
Total, 1872 .....	.....	.....	.....	.....	.....	65	.....	1887
“ 1871 .....	.....	.....	.....	.....	.....	60	.....	1628
Increase .....	.....	.....	.....	.....	.....	5	.....	259
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....

N.B.—It is to be noted that some of the above amounts given as the value of buildings, include the portion

* Could not be reckoned in total.

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
2	\$ 250	1	1						2	E. M. Bigg, M.A., <i>Toronto</i> .
1			1		4	5		3	2	Thomas Armstrong, B.A., <i>Trinity</i> .
2	200	1	1		4	6		6	2	David Hamilton Hunter, B.A., <i>Toronto</i> .
3	200	1	1				1	10	2	William Oliver, B.A., <i>Toronto</i> .
1	175	1	1	2	3	3	7	2	2	John Somerville, M.A., <i>Toronto</i> .
	1000	1			10	5	15	8	3	S. Arthur Marling, M.A., <i>Toronto</i> .
	300		1					10	2	Alexander Jamieson, B.A., <i>Queen's</i> .
2			1	1					1	James H. Johnston, M.A., <i>Toronto</i> .
1	300	1	1		3		4	6	2	George Strachan, <i>Certificate</i> .
151		60	90	78	486	300	213	536	239	
144		56	87	78	567	388	222	532	174	
7		4	3							
					81	88	9	4	65	

occupied by the Public School Department.

TABLE I.—Certain Results of Meteorological Observations

OBSERVERS:—*Pembroke*—R. George Scott, Esq., B.A.; *Cornwall*—James Smith, Esq., M.A.; *Barrie*—Goderich—Hugh J. Strang, Esq., B.A.; *Stratford*—C. J. Macgregor, Esq., M.A.; *Hamilton*—J. M.

Stations.	Pembroke.	Cornwall.	Barrie.	Peterborough.
Latitude.....	45° 50	45° 0	44° 25	44° 20
Longitude.....	77° 10	77° 50	79° 45	78° 25
Height above the sea.....	423 ft.	175 ft.	779 ft.	670 ft.
BAROMETER.				
<i>Corrected to 32°, and approximately reduced to sea level.</i>				
Annual mean pressure {				
at 7 a.m.	29.729	29.9516	29.5556	29.9091
at 1 p.m.	29.700	29.9233	29.3972	29.8818
at 9 p.m.	29.714	29.9299	29.5432	29.8858
mean.....	29.714	29.9349	29.4987	29.8922
Highest pressure.....	30.423	30.610	30.406	30.503
Date of highest pressure.....	7 a.m. January 2	7 a.m. January 2	9 p.m. Dec. 24	9 p.m. January 1
Highest monthly mean pressure.....	29.8587	30.0436	29.8251	29.9963
Month of highest mean pressure.....	March	October	December	October
Lowest monthly mean pressure.....	29.5972	29.8576	29.1267	29.8391
Month of lowest mean pressure.....	July	July	July	January
Lowest pressure.....	28.686	29.268	28.304	29.068
Date of lowest pressure.....	1 p.m. Nov. 7	1 p.m. March 4	1 p.m. July 2	7 a.m. May 23
TEMPERATURE.				
Annual means {				
at 7 a.m.	36° 9	37° 01	39° 12	37° 42
at 1 p.m.	45° 8	47° 12	48° 64	50° 77
at 9 p.m.	40° 8	39° 91	39° 75	41° 12
mean.....	41° 21	41° 35	42° 50	43° 11
Mean maximum.....	53° 9	Imperfect	53° 72	55° 03
Mean minimum.....	30° 1	30° 59	29° 41	30° 06
Mean range.....	23° 8	Imperfect	24° 31	24° 97
Greatest daily range.....	64° 9	do	53°	59° 1
Day of greatest range.....	February	do	May 6	April 25
Least daily range.....	7° 9	do	6° 1	4° 6
Day of least range.....	September 20	do	October 26	February 15
Highest temperature.....	99° 9	91° 8	95° 6	98° 2
Day of highest temperature.....	June 20	August 9	July 2	August 8
Lowest temperature.....	-38° 0	-28° 5	-24° 6	-23° 2
Day of lowest temperature.....	December 25	December 25	Dec. 24, 25	December 25
Warmest month.....	August	July	August	July
Mean temperature of warmest month.....	73° 23	69° 69	69° 55	72° 57
Coldest month.....	December	December	December	December
Mean temperature of coldest month.....	10° 41	11° 74	15° 81	14° 04
Warmest day.....	June 20	July 16	June 20	July 2
Mean temperature of warmest day.....	86° 53	79° 50	82° 57	83° 77
Coldest day.....	December 25	December 24	December 24	December 24
Mean temperature of coldest day.....	-22° 23	-15° 80	-10° 83	-13° 30
TENSION OF VAPOUR.				
Annual means {				
at 7 a.m.	311	259	257	293
at 1 p.m.	421	296	301	469
at 9 p.m.	347	272	264	327
mean.....	359	276	274	363
Highest monthly mean tension.....	423	574	561	809
Month of highest mean tension.....	August	July	August	August
Lowest monthly mean tension.....	75	74	87	80
Month of lowest mean tension.....	December	December	December	December

at Ten High School Stations, for the Year 1872.

H. B. Spotton, Esq., M.A.; *Peterborough*—James B. Dixon, Esq., M.A.; *Belleville*—A. Burdon, Esq.;
 Buchan, Esq., M.A.; *Simcoe*—Dion C. Sullivan, Esq., J.L.B.; *Windsor*—James H. Johnston, Esq., M.A.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
44° 10 77° 25 307 ft.	43° 45 81° 42 720 ft.	43° 25 80° 58 1182 ft.	43° 15 79° 57 325 ft.	42° 51 80° 14 716 ft.	42° 20 83° 620 ft.
29-9738 29-9522 29-9582 29-9614 30-555 7 a.m. January 2 30-0431 October 29-8936 July 29-436 9 p.m. Nov. 7	29-9561 29-9410 29-9394 29-9455 30-519 1 p.m. Feb. 7 30-0263 October 29-8928 November 29-277 9 p.m. Feb. 24	29-9022 29-8796 29-8901 29-8906 30-381 9 p.m. January 1 30-9781 October 30-8327 November 29-074 1 p.m. March 9	29-9475 29-9146 29-9252 29-9291 30-552 1 p.m. Feb. 7 30-0208 December 29-873 June 29-300 9 p.m. Jan. 22	29-7909 29-7307 29-8188 29-7801 30-293 1 p.m. Feb. 7 29-8486 December 29-6856 July 29-201 9 p.m. Feb. 24	30-0095 29-9703 29-9887 29-9895 30-580 7 a.m. Feb. 7 30-1021 December 29-9438 June 29-341 1 p.m. Feb. 13
38° 90 48° 04 42° 49 43° 14 51° 90 33° 88 18° 02 35° 3 May 7 4° 4 January 4 95° 1 August 22 -17° 9 December 25 August 71° 66 December 15° 67 August 22 83° December 24 -10° 93	41° 26 46° 82 42° 37 43° 48 51° 36 33° 03 18° 33 36° 2 April 21 8° 0 January 4 92° 4 July 2 -12° 6 December 22 July 69° 29 December 20° 13 June 1 81° 33 March 4 -1° 33	38° 19 46° 57 40° 38 41° 71 50° 13 32° 55 17° 58 32° 6 February 23 3° 8 December 28 88° 8 July 2 -17° 0 December 22 July 69° 46 December 15° 83 July 1 80° 17 December 24 -6° 20	41° 99 50° 14 44° 25 45° 46 54° 23 36° 87 17° 36 41° 3 April 25 2° 1 October 26 95° 2 July 3 -11° 0 December 22 July 73° 74 December 19° 75 July 2 85° 06 December 24 -2° 1	41° 18 51° 54 43° 53 45° 42 56° 81 34° 53 22° 28 55° 1 May 6 5° 5 October 28 97° July 15 -23° 5 December 23 July 73° 53 December 19° 66 July 5 83° 33 December 24 -4° 93	42° 41 52° 56 43° 86 46° 28 55° 72 35° 91 19° 81 39° 3 May 6 2° 9 January 4 97° 2 July 2 -21° 0 December 22 July 74° 26 December 18° 26 July 2 84° 83 December 24 -8° 07
.271 .314 .297 .294 .594 July .072 December	.268 .289 .268 .275 .588 August .087 March	.261 .282 .266 .269 .575 August .085 December	.279 .306 .286 .290 .593 August .094 December	.288 .353 .300 .314 .633 July .087 December	.284 .305 .287 .292 .593 July .086 December

TABLE I.—Certain Results of Meteorological Observations

Stations.	Pembroke.	Cornwall.	Barrie.	Peterborough.
HUMIDITY.				
Annual means { at 7 a.m.	92	86	84	93
{ at 1 p.m.	93	73	73	91
{ at 9 p.m.	94	83	86	94
{ mean.....	93	81	81	92
Highest monthly mean humidity	97	89	90	99
Month of highest mean humidity.....	June, July, August, September	January	February	April
Lowest monthly mean humidity	86	70	70	81
Month of lowest mean humidity	Feb., Dec.	May	June	December
AMOUNT OF CLOUDINESS.				
Annual means { at 7 a.m.	6·6	6·8	6·27	6·8
{ at 1 p.m.	6·9	6·7	6·12	6·7
{ at 9 p.m.	6·1	5·6	4·90	5·0
{ mean.....	6·6	6·4	5·76	6·2
Highest monthly mean cloudiness	9	8·4	8·4	7·32
Month of highest mean cloudiness ...	November	November	December	January
Lowest monthly mean cloudiness.....	5	4·6	4·2	5·1
Month of lowest mean cloudiness.....	Feb., July	February	June	October
RAIN AND SNOW.				
Number of rainy days	62	99	88	92
Duration in hours and minutes	238·35	526·39		452·08
Depth in inches	21·4886	21·6310	20·9456	16·2647
Number of snowy days	41	61	65	77
Duration in hours and minutes	207	502·40		574·25
Depth in inches	69·2	85·75	76·86	68·318
Total depth of rain and melted snow.	28·4086	30·2060	28·6316	23·096
Month of greatest precipitation.....	July	October	July	September
Depth	5·2913	4·1337	3·8634	38·6545
Month of least precipitation	March	January	March	March
Depth	·7500	·125	·500	·4587

at Ten High School Stations, for the Year 1872.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
86 76 86 83 89 January 73 August	79 71 78 76 82 September 69 April	86 71 82 80 88 Dec., Jan. 69 April	82 68 79 76 83 December 67 April	91 79 82 84 84 September 73 February	78 61 80 73 78 Jan., Dec. 64 April
5.20 5.25 4.45 4.96 6.99 January 3.47 March	6.4 6.5 5.0 5.91 9.23 December 4.10 July	5.8 6.1 4.3 5.4 7.9 December 3.6 June	5.99 6.57 4.74 5.77 7.9 December 4.6 July	5.91 7.27 4.40 5.86 8.8 December 3.94 September	5.9 6.4 4.6 5.7 7.7 January 4.7 June
82 235.30 19.029 49 178.30 136.5 32.679 December 4.945 April 1.437	102 171.5 20.3286 57 85.5 69.5 27.2786 September 6.3078 March 1.0328	80 343.10 22.9466 69 384.30 92 32.1466 September 7.1611 January 1.2391	106 10.4646 89 56.233 25.0879 July 4.5829 November 7779	83 391 23.9957 27 150.5 30.1 27.0057 August 4.9944 July 9634	76 252.30 18.5113 30 134 82.4 26.753 May 4.0270 February 1.4430

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.
From the 1st to the 46th Session, inclusive.....	7104	3623	3481	686	343	343	6418	3280	3138	3130	2179	951
Forty-seventh Session	217	116	101	15	13	2	202	103	99	99	68	31
Forty-eighth Session	143	66	77	4	1	3	139	65	74	61	39	22
Grand Total.....	7464	3805	3659	705	357	348	6759	3448	3311	3290	2286	1004

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.		
	Total	Male.	Female.	Total	Male.	Female.
From the 1st to the 46th Session, inclusive	2197	881	1316	1229	734	495
Forty-seventh Session	67	17	50	43	28	15
Forty-eighth Session	64	27	37	6	1	5
Grand Total.....	2328	925	1403	1278	763	515
				349	259	90

NOTE.—Of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent certificates. 2846 students received Provincial Normal School Certificates up to the termination of the forty-fifth Session, and 420 received "Certificates of Standing in Class" from the Master before Provincial Certificates were issued. Certificates issued after the forty-fifth Session do not render the holders legally entitled to be Public School Teachers, as they must now also pass the same examinations as all other candidates for that position.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.—Continued.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Glengarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Addington.		Lennox.		Prince Edward.		Hastings.		Northumber- land.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.
From the 1st to the 46th Ses- sion, inclusive	40 19 21	42 27	45 32	23	9 25	13 12	18 11	7 85	72 13	52 35	17 77	47 30	111 108	13 20	18 2	58 21	37 36	28 8	30 17	13 136	113 23	97 77	20 102	64 38	4 2	2 2	7 3	4 8	4 4	2 2	2 2	2 2
Forty-seventh Session	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Forty-eighth Session	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grand Total	44 19 25	45 28	47 33	24	9 25	13 12	18 11	7 88	74 14	54 36	18 84	49 35	112 98	14 20	18 2	63 26	37 41	29 12	30 17	13 145	119 26	106 80	26 112	68 44	4 2	2 2	7 3	4 8	4 4	2 2	2 2	2 2

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.

Durham.		Peterboro'.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.	
Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total
268 172	96 51	36 15	62 41	21 273	163 110	1907	606 1301	198 143	55 128	91 37	151 128	86 387	85 302	146 69	77 129	63 66	151 72	79 3	1 6	1 1	1 1	1 1	1 1
11 5	6 3	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2
6 1	5 1	1 1	2 1	1 1	2 1	3 1	10 21	3 2	1 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2
285 178	107 55	37 18	66 42	24 286	166 120	1979	628 1351	203 144	59 139	100 39	152 65	87 401	87 314	155 72	83 131	64 67	158 75	83 3	1 6	1 1	1 1	1 1	1 1
From the 1st to the 46th Ses-																							
sion, inclusive																							
Forty-seventh Session																							
Forty-eighth Session																							
Grand Total																							

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.—*Concluded.*ABSTRACT N. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.															
	Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.																	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																
From the 1st to the 40th Session, inclusive	92	50	42	93	50	43	214	122	92	93	62	31	132	82	50	64	37	27	128	91	37	118	102	16	51	43	8	324	167	157	130	91	39	76	43	33	68	38	30	23	13	10	6418	
Forty-seventh Session	51	1	4	2	1	4	2	2	7	6	1	8	5	3	3	1	2	9	7	2	12	10	2	6	5	1	6	6	7	7	1	1	1	1	1	2	2	2	2	2	2	2	2	202
Forty-eighth Session	3	2	1	4	3	1	10	7	3	3	3	3	9	4	2	4	4	3	1	5	4	2	1	1	5	2	3	2	2	1	2	1	1	5	2	3	2	2	2	2	2	2	2	139
Grand Total	100	53	47	99	54	45	228	131	97	103	71	32	143	88	55	67	38	29	143	102	41	134	116	18	61	51	10	335	177	158	139	99	40	82	46	36	72	42	30	23	13	10	6759	

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ON- TARIO.	Total Num-ber of Stu-dents ad-mitted.		Church of England.		Roman Catholic.		Presby-terian.		Methodist.		Baptist.		Congrega-tionalist.		Lutheran.		Quaker.		Universalist.		Unitarian.		Disciple.		Other per-suasions.													
	Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.												
From the 1st to the 46th Session, inclusive	6418	3280	3138	1110	497	613	292	126	106	1826	954	872	2247	1190	1057	453	251	202	251	90	161	4	4	9	4	5	37	19	18	135	108	27						
Forty-seventh Session	202	103	99	27	8	19	10	3	7	71	39	32	72	44	28	4	1	3	8	4	4	9	4	5	37	19	18	135	108	27								
Forty-eighth Session	139	65	74	21	8	13	6	1	5	44	24	20	53	28	25	10	2	8	3	2	1	2	1	2	1	2	2	2	2	2	2							
Grand Total.....	6759	3448	3311	1158	513	645	308	130	178	1941	1017	924	2372	1262	1110	467	254	213	202	96	166	8	5	3	48	33	15	4	4	9	4	5	37	19	18	145	111	34

TABLE L.—THE OTHER EDUCATIONAL INSTITUTIONS OF ONTARIO.

TOTALS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.						TOTAL.		
	Number of Colleges.	Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total number of Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative Aid.	
Total Counties .....	.....	.....	\$ cts.	\$ cts.	87	1427	9	97	\$ 8272 00	87	1427	\$ 8272 00
“ Cities	11	2000	115000 00	45000 00	70	2500	11	150	55000 00	81	4500	215000 00	
“ Towns	5	700	45000 00	12000 00	76	2223	11	119	23730 00	81	2923	80730 00	
“ Villages .....	.....	.....	.....	.....	25	520	11	40	4550 00	25	520	4550 00
Grand Total, 1872	16	2700	160000 00	57000 00	258	6670	11	406	91552 00	274	9370	308532 00	
“ 1871	16	1930	159000 00	53000 00	285	6511	11	392	90762 00	301	8441	302762 00	
Increase .....	.....	770	1000 00	4000 00	.....	159	.....	14	730 00	.....	929	5790 00
Decrease .....	.....	.....	.....	.....	27	.....	.....	.....	.....	27	.....	.....

	No. 8	25 00	2210 71½	2210 71½	4421 43	6015
<i>Huron</i>	Nelson	25 00				
	Do	No. 9	25 00		50 00	50
<i>Wendworth</i>	Barton	No. 3	21 50		60 00	60
	Beverley	No. 3	43 00		43 00	102
	Do	No. 11	10 00		86 00	120
<i>Brant</i>	Salfleet	No. 4	40 30		20 00	44
	Brantford	No. 9	13 00		80 60	116
<i>Nonfolk</i>	Onondaga	No. 6	20 00		26 00	37
<i>Oxford</i>	Walsingham	No. 19	24 50		40 00	44
<i>Wellington</i>	Zorra, East	No. 2	18 00		24 50	121
	Guelph	No. 3	15 00		36 00	103
	Do	No. 4	15 00		30 00	37
	Minto	No. 10	16 00		30 00	37
<i>Grey</i>	St. Vincent	No. 1	17 00		32 00	69
	Sarawak	No. 3	5 00		34 00	95
	Sydenham	No. 5	25 00		10 00	31
	Do	No. 10	13 00		50 00	60
<i>Perth</i>	Logan and Grey	No. 7 U. S. S.	10 00		26 00	54
<i>Huron</i>	McKillop	No. 4	27 00		20 00	26
<i>Bruce</i>	Brant	No. 7	15 25		54 00	121
	Huron	No. 1	10 00		30 50	41
	Kincardine	No. 1	5 00		20 00	30
<i>Middlesex</i>	McGillivray	No. 6	15 75		10 00	45
	Williams, West	No. 11	5 00		31 50	49
<i>Elgin</i>	Dorchester, South	No. 6	20 00		17 00	17
<i>Kent</i>	Howard	No. 5	25 00		40 00	66
<i>Lambton</i>	Warwick	No. 6	40 00		50 00	75
<i>Essex</i>	County Jail		20 00		80 00	86
<i>Gloucester</i>	Toronto	High School	15 05		40 00	94
	Do	Normal School	9 94		30 10	13
	Do	Roman Catholic Separate Schools	71 11		19 88	19
	London	Lunatic Asylum	185 42		142 22	241
	Ottawa	Public School	50 00		370 84	401
	Kingston	Rockwood Asylum	43 94		100 00	82
	Brantford	Blind Asylum	92 76½		87 88	103
	Chatham	Public School	100 00		185 53	173
	Strathroy	do	20 00		200 00	273
	Brampton	Union School	12 00		40 00	39
	Newcastle	do	10 00		24 00	3
	New Hamburg	Public School	8 00		20 00	30
	Mount Forest	do	25 00		16 00	25
	Uxbridge	Union School	5 00		50 00	65
	Vienna	Do	25 00		10 00	8
	Chippawa	Public School	59 75		50 00	46
					119 50	135
<i>Towns</i>						
<i>Villages</i>						

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.

COUNTIES.	THE FREE PUBLIC SCHOOL LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.						OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.						SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		TOTAL SCHOOL AND PUBLIC LIBRARIES IN ONTARIO.	
	Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	Value of Books sent in former years.	Total Value of Books sent.	Number of Libraries, exclusive of sub-divisions.	Total Number of Volumes in Libraries.	Libraries.	Volumes.	Libraries.	Volumes.	
Glengarry	\$ 33 00	\$ 33 00	66 00	\$ 350 70	\$ 416 70	4	717	7	342		11	1059
Stormont				601 22	601 22	4	1225	18	1235		22	2460
Dundas				854 00	854 00	4	1506	19	2396		25	3902
Prescott				1031 96	1031 96	5	1388	10	770	1	16	3758
Russell				692 37	692 37	5	1329	8	691	1	14	2140
Carleton	5 00	5 00	10 00	1973 02	1983 02	16	4034	29	2049		45	6083
Grenville				888 00	888 00	6	1840	28	1723		34	3563
Leeds	8 90	8 90	17 80	1523 10	1540 90	22	2773	61	4163		85	7236
Lanark	16 25	16 25	32 50	5254 46	5286 96	44	10988	39	4550		86	15088
Renfrew	20 00	20 00	40 00	1639 72	1639 72	20	3693	24	3453	3	132	6678
Frontenac	20 75	20 75	41 50	1399 77	950 27	12	1690	44	4421	1	100	6211
Addington				665 00	665 00	3	1045	47	4157		52	6758
Lennox				720 00	720 00	2	1556					
Prince Edward	78 03	78 03	156 06	1633 60	1789 66	22	3095	50	3725		72	6821
Hastings	50 00	50 00	100 00	2851 54	2951 54	23	5512	73	7050		96	12562
Northumberland	250 00	250 00	500 00	4382 26	4882 26	36	9300	56	4104	2	150	13614
Durham	97 50	97 50	195 00	1692 07	1887 07	32	3965	63	7896		95	11861
Peterborough				3393 56	3393 56	27	7672	61	4192	2	400	12264
Victoria				650 24	650 24	47	3503	42	3509	1	136	7238
Ontario	25 00	25 00	50 00	5403 12	5453 12	31	9422	66	6104	2	140	15666
York	84 74	84 74	169 48	9272 23	9441 77	78	17119	163	19454	7	3726	40299
Peel	3 97	3 97	7 94	4671 22	4683 16	55	8213	79	11529		134	19742
Simcoe	45 30	45 30	90 60	4602 21	4692 81	49	8349	104	10171	2	301	18821
Halton	248 00	248 00	496 00	2049 94	2545 94	23	3579	44	9381	1	1100	14060
Wentworth	114 80	114 80	229 60	2174 80	2404 40	23	4883	91	15620	5	2620	23123
Brant	33 00	33 00	66 00	1137 56	1203 56	17	2533	48	6228		65	8761
Lincoln				2718 50	2718 50	24	4700	53	3054	1	800	10554

TABLE N.—The High and Public Schools of Ontario.

SUMMARY OF MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES, DURING THE YEAR.

COUNTIES.	MONEYS.		Total.	MAPS OF										APPARATUS.			OBJECT LESSONS.	PRIZE BOOKS.
	Local Contributions.	Legislative Apportionment.		World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other charts and maps.	Globes.	Sets of apparatus.	Other school apparatus (pieces).	Historical and other lessons in sheets.	Number of volumes.
Glengarry	cts. 329 55	cts. 659 10	\$ 13 13	19 18	17 15	17 15	17 15	17 15	17 15	17 15	17 15	17 15	17 15	2 1	2 1	3 1	318	527
Stormont	128 55	128 55	257 10	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	7 7	7 7	3 3	47	212
Dundas	34 00	34 00	68 00	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	2 2	2 2	1 1	40	133
Prescott	109 25	109 25	218 50	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	1 1	1 1	3 3	182	179
Russell	64 75	64 75	129 50	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	2 2	2 2	1 1	194	142
Carleton	286 60	286 60	573 20	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	1 1	1 1	2 2	206	1329
Grenville	101 37	101 37	202 74	5 3	5 3	5 3	5 3	5 3	5 3	5 3	5 3	5 3	5 3	1 1	1 1	1 1	112	560
Leeds	422 88½	422 88½	845 77	13 23	14 14	14 14	14 14	14 14	14 14	14 14	14 14	14 14	14 14	3 3	3 3	110	337	1055
Lanark	347 85	347 85	695 70	14 10	14 10	14 10	14 10	14 10	14 10	14 10	14 10	14 10	14 10	7 7	7 7	4 4	795	739
Renfrew	266 34½	266 34½	532 69	8 14	8 14	8 14	8 14	8 14	8 14	8 14	8 14	8 14	8 14	1 1	1 1	3 3	196	691
Frontenac	273 04	273 04	546 08	15 15	15 15	15 15	15 15	15 15	15 15	15 15	15 15	15 15	15 15	2 2	2 2	1 1	175	542
Addington	372 60	372 60	745 20	14 14	14 14	14 14	14 14	14 14	14 14	14 14	14 14	14 14	14 14	18 18	18 18	25 25	892	598
Lennox	172 92½	172 92½	345 85	12 7	12 7	12 7	12 7	12 7	12 7	12 7	12 7	12 7	12 7	10 10	10 10	16 16	821	451
Prince Edward	221 18	221 18	442 36	7 8	7 8	7 8	7 8	7 8	7 8	7 8	7 8	7 8	7 8	11 11	11 11	103 103	428	451
Hastings	544 01	544 01	1088 02	28 14	28 14	28 14	28 14	28 14	28 14	28 14	28 14	28 14	28 14	3 3	3 3	5 5	590	436
Northumberland	272 18	272 18	544 36	5 16	5 16	5 16	5 16	5 16	5 16	5 16	5 16	5 16	5 16	6 6	6 6	10 10	1092	1766
Durham	557 79	557 79	1115 58	8 7	8 7	8 7	8 7	8 7	8 7	8 7	8 7	8 7	8 7	2 2	2 2	1 1	165	776
Peterborough	220 90	220 90	441 80	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	9 9	9 9	14 14	323	9203
Victoria	479 16	479 16	958 32	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	6 10	7 7	7 7	80 80	304	3252
Ontario	680 32½	680 32½	1360 65	5 9	5 9	5 9	5 9	5 9	5 9	5 9	5 9	5 9	5 9	8 8	8 8	55 55	4683	3197
York	1480 02	1480 02	2960 04	28 42	28 42	28 42	28 42	28 42	28 42	28 42	28 42	28 42	28 42	5 5	5 5	10 10	785	1402
Peel	387 75½	387 75½	775 51	3 6	3 6	3 6	3 6	3 6	3 6	3 6	3 6	3 6	3 6	1 1	1 1	2 2	577	2659
Simcoe	551 55	551 55	1103 10	11 12	11 12	11 12	11 12	11 12	11 12	11 12	11 12	11 12	11 12	3 3	3 3	5 5	723	1500
Halton	356 19½	356 19½	712 39	2 5	2 5	2 5	2 5	2 5	2 5	2 5	2 5	2 5	2 5	4 4	4 4	22 22	311	1818
Wentworth	379 12	379 12	758 24	4 3	4 3	4 3	4 3	4 3	4 3	4 3	4 3	4 3	4 3	9 9	9 9	15 15	552	683
Brant	266 66½	266 66½	533 33	5 7	5 7	5 7	5 7	5 7	5 7	5 7	5 7	5 7	5 7	8 8	8 8	12 12	386	323
Lincoln	206 82½	206 82½	413 65	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	13 13	13 13	1 1	119	780
Welland	299 59½	299 59½	599 19	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14	3 3	3 3	1 1	413	935
Haldimand	274 16	274 16	548 32	3 12	3 12	3 12	3 12	3 12	3 12	3 12	3 12	3 12	3 12	1 1	1 1	1 1	413	935

TABLE N.—The High and Public Schools of Ontario.

SUMMARY OF MAPS, APPARATUS, AND PRIZE BOOKS, SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES, DURING THE YEAR.

COUNTIES.	MONEYS.		Total.	MAPS OF										APPARATUS.		OBJECT LESSONS.	PRIZE BOOKS.	
	Local Contributions.	Legislative Apportionment.		World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other charts and maps.	Globes.	Sets of apparatus.			Other school apparatus (pieces).	Historical and other lessons in sheets.	Number of Volumes.
Norfolk	\$ 296 75	\$ 296 75	\$ 593 50	6	8	7	7	7	9	9	8	8	11	2	2	4	156	1188
Oxford	594 49	594 49	1188 98	3	7	6	6	6	11	3	8	8	23	9	2	25	479	2500
Waterloo	298 90	298 90	597 80	2	4	5	5	5	12	2	1	2	32	5	1	20	772	1184
Wellington	483 54	483 54	967 08	8	8	7	6	7	18	7	18	8	21	5	3	36	645	2417
Grey	600 84	600 84	1321 68	10	20	16	12	16	18	12	16	6	14	10	3	12	919	1293
Perth	408 64½	408 64½	817 29	3	12	13	15	14	8	11	16	7	19	6	2	42	1432	2078
Huron	615 31½	615 31½	1230 63	9	11	8	10	6	17	10	8	5	12	13	1	5	265	1765
Bruce	414 57½	414 57½	829 15	14	19	13	11	13	16	11	8	5	21	3	1	12	947	3307
Middlesex	803 23	803 23	1606 46	4	7	6	5	5	6	3	2	1	7	3	3	3	536	856
Elgin	251 89	251 89	503 78	9	13	11	10	11	10	15	16	13	32	5	4	28	572	1139
Kent	365 51½	365 51½	731 03	3	5	5	5	10	9	15	10	5	10	4	6	6	655	1913
Lambton	430 35	430 35	860 70	4	6	4	4	3	5	3	8	5	5	1	1	6	771	795
Essex	234 95	234 95	469 90	3	2	2	2	2	1	1	.....	1	5	.....	.....	2	38	62
Districts	31 22½	31 22½	62 45	3	2	2	2	2	1	.....	.....	1	1	.....	.....	.....	.....	.....
Total Counties	15977 36	15977 36	31954 72	345	458	364	330	395	495	203	293	148	613	231	39	735	26879	53672
Cities	1993 43½	1993 43½	3986 87	19	12	6	8	13	10	10	24	1	20	14	10	463	629	3312
Towns	1988 52	1988 52	3977 04	25	24	15	13	22	23	11	18	20	64	18	6	554	2160	4863
Villages	1173 58½	1173 58½	2347 17	12	22	16	13	23	18	18	16	22	130	12	10	294	1593	1874
Total, 1872	21132 90	21132 90	42265 80	401	516	401	364	453	546	242	351	191	827	275	65	2046	31261	63721
Total, 1871	15038 08	15038 08	30076 16	184	276	239	207	232	323	181	216	144	447	123	43	466	13055	60420
Increase	6094 82	6094 82	12189 64	217	240	162	57	221	223	61	135	47	380	152	22	1580	18206	3301

TABLE N.—The High and Public Schools of Ontario.

SUMMARY SHOWING TOTAL NUMBER OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT,
FROM 1855 TO 1872 INCLUSIVE.

YEARS	MONEYS.			MAPS OF										APPARATUS.			OBJECT LESSONS.	PRIZE BOOKS.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School apparatus (pieces).		
From 1855 to 1871 inclusive.....	\$ 161559 58	\$ 323119 16	\$ cts. 161559 58 323119 16	2635	4098	3325	3068	3463	3916	3869	2764	2772	5891	2065	444	15081	167267	563869
1872,	21132 90	42265 80	42265 80	401	516	401	364	453	546	242	351	191	827	275	65	2046	31261	63721
Grand Total from 1855 to 1872.	182692 48	182692 48	365384 96	3036	4614	3726	3422	3916	4462	4111	3115	2963	6718	2340	509	17127	198528	627590

TABLE N.—The High and Public Schools of Ontario.

YEAR.		Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.		Total value of library, prize and school books, maps and apparatus despatched.		YEAR.		Value of books entered at ports in the Province of Quebec.		Value of books entered at ports in the Province of Ontario.		Total value of books imported into the two Provinces.		Proportion imported for the Education Department of Ontario.	
		Public school library books.	Maps, apparatus and prize books.	\$	cts.	\$	cts.			\$	cts.	\$	cts.	\$	cts.	\$	cts.
1851						1414	00	1850		101880	00	141700	00	243880	00	84	00
1852						2981	00	1851		120700	00	171732	00	292432	00	3266	00
1853						4233	00	1852		141176	00	159268	00	300444	00	1288	00
1854						5514	00	1853		158700	00	254280	00	412980	00	22764	00
1855						4389	00	1854		171452	00	307808	00	479260	00	44060	00
1856						5726	00	1855		194356	00	338792	00	533148	00	25624	00
1857						6972	00	1856		208636	00	427992	00	636628	00	10208	00
1858						6872	00	1857		224400	00	309172	00	533572	00	16028	00
1859						6979	00	1858		171255	00	191942	00	363197	00	10632	00
1860						5416	00	1859		139057	00	184304	00	323361	00	5308	00
1861						4894	00	1860		155604	00	252504	00	408108	00	8846	00
1862						4844	00	1861		185612	00	244621	00	530233	00	7782	00
1863						3461	00	1862		183387	00	249234	00	433221	00	7800	00
1864						4454	00	1863		184652	00	270673	00	461325	00	4085	00
1865						3818	00	1864		93308	00	127233	00	220541	00	4668	00
1866						4172	00	1864-5		189386	00	200304	00	389690	00	9522	00
1867						7419	00	1865-6		222559	00	247749	00	470308	00	14749	00
1868						4793	00	1866-7		233837	00	273615	00	507452	00	20743	00
1869						35136	00	1867-8		224582	00	254048	00	478630	00	12374	00
1870						5678	00	1868-9		278914	00	373758	00	632672	00	11874	00
1871						6175	00	1869-70		220371	00	351171	00	571542	00	13019	00
1872						8138	00	1870-1		146435	00	411518	00	557953	00	13078	00
						10481	00	1871-2		213044	00	477581	00	690225	00	20315	00

TABLE showing the Value of Articles sent out from the Education Depository during the years 1851 to 1872 inclusive.

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

TABLE O.—The Superannuated or Worn out Public School Teachers.

NAME.		Age.	Years of teaching in Ontario.	Amount of pensions.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
6	Donald Currie	84	18	\$ 72 00	\$ 68 00	For the year 1872.
11	Thomas J. Graffe	65	18	72 00	68 00	
13	James Benton	76	25	100 00	96 00	
19	Peter Stewart	89	22	88 00	84 00	
42	W. R. Thornhill	74	22	88 00	84 00	
45	John Fletcher	63	18	72 00	68 00	
47	John Nowlan	81	24	96 00	92 00	
49	George Reynolds	77	28 ¹ / ₂	114 00	110 00	
55	John Donald	73	20 ¹ / ₂	82 00	78 00	
56	Angus McDonnell	77	33 ¹ / ₂	134 00	130 00	
57	James Forde	70	18	72 00	68 00	
60	Gideon Gibson	87	19	76 00	72 00	
63	Donald McDougall	72	14	56 00	52 00	
71	Thomas White	82	23 ³ / ₄	95 00	91 00	
72	Rev. Joshua Webster	78	22	88 00	84 00	
73	Norman McLeod	80	16	64 00	60 00	
78	William Foster	72	22	88 00	84 00	
79	William Glasford	62	18 ¹ / ₂	74 00	70 00	
82	John Vert	62	21 ¹ / ₂	86 00	82 00	
83	William Benson	75	23	92 00	88 00	
84	William Kearns	80	25	100 00	96 00	
86	James Leys	80	17	68 00	64 00	
87	John Healy	83	26	104 00	100 00	
88	Hector McRae	76	20	80 00	76 00	
92	Emily Cozens	67	27	108 00	104 00	
93	William Dermott	74	13	52 00	48 00	
96	Walter Hick	84	25	100 00	96 00	
107	Daniel Wing	69	26	104 00	100 00	
110	Martin Devereux	75	23	92 00	88 00	
111	Michael O'Kane	80	20 ¹ / ₂	82 00	78 00	
114	Alexander Jenkins	78	18	72 00	68 00	
115	Isabella Kennedy	70	22	88 00	84 00	
117	William Miller	86	10	40 00	36 00	
118	Robert Beattie	77	20 ¹ / ₂	82 00	78 00	
119	John L. Biggar	80	25	100 00	96 00	
120	William Corry	82	17	68 00	64 00	
121	Marianne Ederington	61	20	80 00	76 00	
122	Peter Fitzpatrick	80	23	92 00	88 00	
126	James Kehoe	72	19	76 00	72 00	
128	James McQueen	65	22 ¹ / ₂	90 00	86 00	
129	John Miskelly	74	12 ¹ / ₂	50 00	46 00	
132	Nicholas Fagan	78	13	52 00	48 00	
135	Andrew Power	54	17	68 00	64 00	
137	Catharine Snider	63	18	72 00	68 00	
139	John Tucker	79	21	84 00	80 00	
140	John Brown	74	26	104 00	100 00	
141	John Monaghan	68	15	60 00	56 00	
142	Richard Youmans	68	20	80 00	76 00	
144	William Ferguson	72	24	96 00	92 00	
145	Thomas Flanagan	75	20	80 00	76 00	
148	Edward Ryan	81	25	100 00	96 00	
149	Daniel Sheehan	88	20	80 00	76 00	
155	Alexander Middleton	73	20	80 00	76 00	
159	Archibald McCormick	75	16	64 00	60 00	

* The pensioners are subject to a deduction, before payment, of \$4 for annual subscription, required by law.

TABLE O.—The Superannuated or Worn out Public School Teachers.

	NAME.	Age.	Years of teaching in Ontario.	Amount of pensions.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				\$ cts.	\$ cts.	
161	Thomas Baldwin	74	13	52 00	48 00	For the year 1872.
162	James Bodfish	69	20	80 00	76 00	
165	E. Redmond	72	32 ³ ₄	130 00	126 00	
166	William Hildyard	66	19	76 00	72 00	
169	Mary Richards	77	33	132 00	128 00	
170	W. B. P. Williams	68	9	36 00	32 00	
171	Julius Ansley	68	18	72 00	68 00	
172	Thomas Baker	77	19	76 00	72 00	
173	Thomas Buchanan	67	20	80 00	76 00	
174	Matthew M. Hutchins	65	22	88 00	84 00	
178	Helen McLaren	63	21	84 00	80 00	
179	Ralph McCallum	63	23	92 00	88 00	
184	John Dods	67	21	84 00	80 00	
186	P. G. Mulhern	72	29	116 00	112 00	
188	Thomas Sanders	80	30	120 00	116 00	
190	George Weston	74	22 ³ ₄	90 00	86 00	
193	Robert Hamilton	79	16	64 00	60 00	
194	John McDonnell	72	14	56 00	52 00	
196	Joseph D. Thomson	63	14	56 00	52 00	
198	Henry Bartley	65	23	92 00	88 00	
199	John Cameron	68	15	60 00	56 00	
200	Melinda Clarke	62	15 ¹ ₂	62 00	58 00	
201	James Brown	67	27 ¹ ₂	110 00	106 00	
202	Daniel Callaghan	75	30	120 00	116 00	
206	James Robinson	57	18	72 00	68 00	
207	Jane Tyndall	68	21	84 00	80 00	
208	William Bell	71	11	44 00	40 00	
209	William Brown	54	13	52 00	48 00	
210	James Armstrong	59	25	100 00	96 00	
211	Caroline F. Mozier	63	27	108 00	104 00	
212	Eliza Barber	54	18 ³ ₄	74 00	70 00	
214	James McFarlane	66	27	108 00	104 00	
216	J. C. VanEvery	69	20	80 00	76 00	
217	Benjamin Woods	72	29	116 00	112 00	
218	John Younghusband	77	33 ¹ ₂	134 00	130 00	
219	William Irvine	74	36	144 00	140 00	
220	Angus McGillis	60	23	92 00	88 00	
221	Richard Campbell	72	31	124 00	120 00	
222	James Mahon	62	20	80 00	76 00	
224	Duncan Calder	74	25	100 00	96 00	
228	John Douglass	77	22	88 00	84 00	
229	Daniel McGill	67	28	112 00	108 00	
230	John Leuten	77	12	48 00	44 00	
231	Anna McKay	69	18	72 00	68 00	
232	Sidney Russell	69	15	60 00	56 00	
233	Patrick Shirreff	72	26	104 00	100 00	
234	Robert Jordan	77	28	112 00	108 00	
235	David Kee	57	17	68 00	64 00	
237	Thomas Dorothy	61	34	136 00	132 00	
238	Thomas Whitfield	63	32 ¹ ₂	130 00	126 00	
239	William Beaton	75	16	64 00	60 00	
240	John Robinson	71	17	68 00	64 00	For the years 1871-2.
241	James Briggs	61	37	148 00	144 00	
243	James Denman	70	37 ¹ ₂	150 00	146 00	For the year 1872.
244	Adam Gillespie	74	24	96 00	92 00	
245	John Graydon	68	30	120 00	116 00	

TABLE O.—The Superannuated or Worn out Public School Teachers.

	NAME.	Age.	Years of teaching in Ontario.	Amount of pensions.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
246	Charles Judge.....	62	17	\$ 68 00	\$ 64 00	For the year 1872.
247	John Ross.....	62	22	88 00	84 00	
248	John Roberts.....	71	16	64 00	60 00	
249	Alexander Fraser.....	64	14	56 00	52 00	
251	Mary Crawford.....	52	15	60 00	56 00	
252	William Lewis.....	55	22½	90 00	86 00	
253	John Russell.....	67	30	120 00	116 00	
254	George Wilson.....	73	20	80 00	76 00	For the years 1871-2.
255	W. P. McGrane.....	79	33½	134 00	130 00	
256	John Colville.....	66	17	68 00	64 00	
257	Charles R. Ashbury.....	65	18	72 00	68 00	
258	Benjamin Meeds.....	63	23½	141 00	73 00	
259	J. A. G. Williamson.....	53	17	68 00	170 00	
260	Timothy Finlay.....	64	28	168 00	124 00	
261	Thomas Howatson.....	73	10	60 00	60 00	For the year 1872.
262	Thomas McNeillie.....	75	16½	99 00	97 00	
263	Alexander MacLeod.....	68	48	288 00	164 00	
264	William Moore.....	52	23	138 00	118 00	
265	Thomas C. Smyth.....	69	15	90 00	90 00	
266	George Wilken.....	64	25	150 00	122 00	
267	Michael Gallagher.....	52	29	174 00	126 00	
268	Robert Futhey.....	66	32	192 00	128 00	
269	John McNaughton.....	53	29	174 00	63 00	
270	Alexander McIntyre.....	53	24	144 00	31 00	
271	Frederick Rimmington.....	40	12	72 00	12 00	
272	Hugh Duff.....	59	23	138 00	98 00	For the year 1872.
273	James W. McBain.....	39	20	120 00	110 00	
274	John Quin.....	51	31	186 00	130 00	
275	Adam Robinson.....	66	16½	99 00	95 00	
276	Mary Blount Thorn.....	49	14	84 00	44 00	
277	John Walsh.....	77	40	240 00	*63 00	
					11942 67	

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

* Pensioners now receive an amount at the rate of \$6 per year of service, but for 1872 they received at the rate of \$4.

† In addition to the above \$2.10, paid to Mrs. G. W. Moore, being amount due to her on decease of her husband, a subscriber to the fund; and \$236 were returned to subscribers withdrawing from the fund.

TABLE O.—GENERAL ABSTRACT.

COUNTRIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.			RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry.....	18	13	Church of England	85	Ireland	128
Stormont	11	3	Presbyterian	72	Scotland	78
Dundas	8	8	Church of Rome	43	England	35
Prescott.....	6	3	Methodist.....	39	Ontario	20
Carleton	12	8	Baptist	10	United States	11
Grenville	11	4	Congregationalist.....	10	Quebec	2
Leeds.....	15	1	"Protestant"	2	Nova Scotia.....	2
Lanark	21	4	Universalist.....	2	New Brunswick	1
Renfrew	3	3	Society of Friends.....	2	Total	277
Frontenac.....	7	10	Christian Disciple	1		
Addington	4	4	Second Advent	1		
Prince Edward	6	2	Not given.....	10		
Hastings	8	7	Total	277		
Northumberland	10	3				
Durham.....	4	6				
Peterborough.....	8	4				
Victoria.....	6	5				
Ontario.....	6	1				
York	12	3				
Peel	8	1				
Total.....		277				

Of the 277 Teachers admitted to the Fund, 136 either died during or before 1872, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 141, the average length of service as Public School Teachers in Ontario was 23 years.

The average age of the Pensioners was 67 years.

Of the 277 Teachers admitted to the Fund, there have been 263 males and 14 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	PUBLIC SCHOOLS.				HIGH SCHOOLS.				OTHER INSTITUTIONS.				GRAND TOTAL.					
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.	\$	cts.	Balance unexpended.	\$	cts.	Total amount available for Educational purposes.
Glengarry	73	5121	13332 05	2	92	1806 83	3	116	1478 00	78	5329	16616 88	2951 63	19568 51				
Stormont	73	5173	16037 55	1	41	764 48	1	110	196 00	75	5324	16398 03	1761 39	18759 42				
Dundas	81	5618	19363 91	2	168	2254 77	1	110	196 00	83	5786	16161 68	1781 29	23399 97				
Prescott	72	4299	12848 71	2	76	2084 15	1	110	196 00	74	4375	14932 86	2099 49	17032 35				
Russell	36	2263	8758 32	1	26	389 65	4	55	500 00	37	2289	9147 97	1743 49	10891 46				
Carleton	118	8695	32963 78	1	30	598 00	3	22	218 00	92	6507	25261 72	3039 58	28301 30				
Greenville	87	6361	22959 57	2	124	2084 15	2	36	650 00	160	9978	48054 76	5618 47	53673 23				
Leeds	155	9706	42656 65	3	236	4748 11	2	16	217 00	127	9015	44112 79	4174 42	36598 70				
Lanark	120	8749	38156 99	5	250	5738 80	2	25	186 00	116	7159	32424 28	4522 86	32218 35				
Renfrew	111	7030	29339 95	3	104	2898 33	2	12	125 00	113	7827	31180 25	4283 30	55463 55				
Frontenac	124	6964	27470 49	2	244	6784 95	3	118	226 00	85	5715	34668 82	4853 70	39522 52				
Lennox and Addington	108	7465	44169 30	2	244	6784 95	2	60	418 00	85	5715	34668 82	4853 70	39522 52				
Prince Edward	82	5551	30314 74	1	104	3936 08	7	165	25000 00	166	13267	97440 28	10975 89	98416 17				
Hastings	156	12901	59169 59	3	201	3270 69	13	300	35000 00	127	10969	67539 09	8187 70	99695 77				
Northumberland	111	10362	49582 97	3	307	6915 10	5	80	1800 00	113	11186	67539 09	7882 35	75421 44				
Durham	105	10846	58273 97	3	260	7465 12	5	65	426 00	107	7953	39613 24	6918 76	46532 00				
Peterborough	100	7604	33532 60	2	284	5654 64	5	18	618 00	121	9564	46534 87	7939 34	54474 21				
Victoria	117	9370	42770 54	3	176	3146 33	7	118	970 00	135	14963	71412 11	7013 92	78426 03				
Ontario	123	14432	59357 58	5	413	11084 53	13	389	2913 00	173	18273	107432 21	13490 86	120923 07				
York	156	17677	98074 20	4	207	6445 01	5	36	198 00	85	7974	40034 46	4894 73	44929 19				
Peel	78	7810	37270 94	2	153	2565 52	3	36	198 00	193	18297	75673 21	7981 40	83654 51				
Simcoe	186	18053	71269 80	3	153	2565 52	4	91	296 00	67	6670	46044 11	6329 78	82273 84				
Halton	61	6460	43686 88	2	100	2055 73	4	110	302 00	67	6670	46044 11	6329 78	82273 84				
Wentworth	78	8806	48791 51	2	170	3133 46	5	125	1016 00	35	9101	52940 99	4940 18	57881 17				

MUNICIPALITIES.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	PUBLIC SCHOOLS.			HIGH SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.			Total amount available for Educational purposes.								
	Number of Public Schools.	Number of Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.		Balance unexpended.							
			\$	cts.		\$	cts.		\$	cts.		\$	cts.	\$	cts.						
Brant	70	8168	43061	61	4	243	8674	63	9	300	1582	00	83	8711	53518	24	3880	97	57199	21	
Lincoln	80	7495	51273	73	5	476	13795	98	3	110	906	00	88	8081	63375	71	6843	76	72819	47	
Welland	87	7204	36193	01	4	202	4705	20	1	95	128	00	92	7501	41026	21	9371	49	50397	70	
Haldimand	82	7094	34795	38	3	168	11929	06	2	66	154	00	87	7238	46878	44	5771	56	52650	00	
Norfolk	104	9646	40970	05	3	165	3040	90	2	125	116	00	109	9937	90899	30	6215	74	50242	70	
Oxford	122	13815	81055	28	2	149	3844	02	11	245	6000	00	135	14209	90899	30	10677	82	101577	12	
Waterloo	95	11777	60545	29	2	308	6799	86	3	190	227	00	100	12275	73572	15	12503	17	88075	32	
Wellington	163	18562	88621	19	4	210	5204	56	14	320	1956	00	181	19092	93781	75	10463	98	106245	73	
Grey	210	19680	78317	55	1	150	1980	00	8	120	510	00	219	19050	89807	55	9261	25	99068	80	
Perth	114	14301	63942	23	2	209	3002	58	5	75	1116	00	121	14855	68060	81	8020	12	76080	93	
Huron	182	22770	102553	09	2	131	3137	39	11	165	505	00	195	23066	106195	48	8866	85	113062	33	
Bruce	136	15013	69920	09	2	88	1543	21	3	120	190	00	141	15221	62653	30	7791	12	70444	42	
Middlesex	195	18913	109081	90	3	148	2138	18	7	225	2010	00	205	19286	113228	08	11652	24	124880	32	
Elgin	101	9671	51012	80	2	182	2755	41	2	96	165	00	105	9949	53933	21	5006	65	58989	86	
Kent	113	11744	61111	44	1	90	1687	03	5	138	218	00	119	11972	63016	47	16100	61	79117	08	
Lambton	127	11770	71058	64	1	86	1614	23	8	210	520	00	136	12066	73192	87	6225	76	79418	63	
Essex	95	9051	58791	07	1	76	900	00	6	220	4496	00	102	9347	64187	07	11564	30	75751	37	
Districts	4	403	2302	30									4	403	2302	30		531	66	2833	96
Toronto	21	12279	67913	94	1	194	23584	21	39	2274	115200	00	61	14747	206698	15	19084	40	225782	55	
Hamilton	17	6201	39584	32	1	230	6407	47	11	470	18500	00	29	6901	64491	79	1649	52	46085	82	
Kingston	11	3066	22481	19	1	120	3826	76	10	530	28800	00	22	3716	45107	95	1577	87	60201	84	
London	11	4512	16243	34	1	350	4232	35	3	445	32500	00	15	5307	52975	69	7226	15	68061	64	
Ottawa	10	4301	23073	17	1	98	5271	71	13	764	20000	00	29	5163	48344	88	29586	76	76292	93	
Normal and Model Schools.									3	800	26292	93	3	800	26292	93					

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, High, Public, Normal and Model Schools, from the year 1842 to 1872 inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.							1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario	486055	183539	202913	204580	230975	241102							
2	Population between the ages of five and sixteen years	141143	5	5	5	6	6							
3	Colleges in operation	5	25	31	32	32	33							
4	County High Schools	25	60	65	80	96	117							
5	Academies and Private Schools reported	44					2							
6	Normal and Model Schools for Ontario	1721	2610	2736	2589	2727	2800							
7	Total Public Schools in operation as reported													
8	Total Roman Catholic Separate Schools	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports							
9	Free Schools reported in operation (included in No. 7, above)	1795	2700	2837	2706	2863	2958							
10	Grand Total Educational Establishments in operation in Ontario	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports							
11	Total Students attending Colleges and Universities	"	"	"	"	"	"							
12	Total Pupils attending County High Schools	"	"	"	"	"	"							
13	Total Pupils attending Academies and Private Schools	"	"	"	"	"	"							
14	Total Pupils attending Normal and Model Schools for Ontario	65978	96756	110002	101912	124829	130739							
15	Total Pupils attending the Public Schools of Ontario													
16	Total Pupils attending the Roman Catholic Separate Schools													
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	65978	96756	110002	101912	124829	130739							
18	Total amount paid for the Salaries of Public and Separate School Teachers in Ontario	\$166000	\$208856	\$286056	\$271624	\$310396	\$344276							
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports							
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus.	"	"	"	"	"	"							
21	Total amount paid for High School Masters' Salaries	"	"	"	"	"	"							
22	Total amount paid for erection or repairs of High School Houses	"	"	"	"	"	"							
23	Total amount received for other Educational Institutions, &c.	"	"	"	"	"	"							
24	Grand Total paid for Educational purposes in Ontario	"	"	"	"	"	"							
25	Total Public School Teachers in Ontario			2860	2925	3028	3177							
26	Total Male	do				2365	2507							
27	Total Female	do				663	670							
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays		7 $\frac{2}{3}$	8	8 $\frac{1}{2}$	8 $\frac{1}{2}$	9							

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859
1	253364	259258	950551	262755	268957	277912	297623	311316	324888	360578	362085
2	7	7	7	8	8	9	10	12	12	12	13
3	39	57	54	60	64	64	65	61	72	75	81
4	157	224	175	181	186	206	206	267	276	301	321
5	2	2	2	3	3	3	3	3	3	4	4
6	2871	3059	2985	2992	3093	3200	3284	3391	3631	3772	3848
7			16	18	32	44	41	81	100	94	105
8	No Reports	252	855	901	1052	1117	1211	1263	1707	1936	2315
9	8076	3349	3239	3262	3386	3526	3710	3815	4094	4258	4372
10	773	684	632	751	756	806	1100	1335	1335	1335	1373
11	1120	2070	2191	2343	3221	4287	3726	3386	4073	4459	4381
12	3648	4663	4557	5684	4440	5473	7584	6220	6523	6372	6182
13	400	370	356	645	735	622	643	772	746	777	718
14	138465	151891	168159	179587	194736	204168	222979	243935	262673	283692	288598
15							4885	7210	9961	9991	12994
16							240917	262858	285314	306626	314246
17	159678	189010	175895	189010	203888	215356	240917	262858	285314	306626	\$859525
18	\$353716	\$428948	\$391308	\$428948	\$489704	\$578868	\$680108	\$779680	\$860232	\$777616	\$250721
19	No Reports	\$56756	\$77336	\$100366	\$128072	\$175472	\$219164	\$298428	\$351926	\$265519	\$250721
20	\$410472	\$529314	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135	\$110046
21	No Reports						\$46255	\$47659	\$57552	\$52940	\$61564
22	"	"	Included in other Educational Institutions.				\$8311	\$8311	\$10708	\$2868	\$7930
23	"	"	\$131336	\$147956	\$150104	\$174016	\$204754	\$132014	\$214849	\$229079	\$210042
24	"	"	\$599980	\$677270	\$767940	\$928356	\$1155992	\$1326092	\$1495267	\$1318922	\$1389682
25	3209	3476	3277	3388	3539	3539	3565	3689	4083	4202	4235
26	2505	2697	2551	2541	2601	2508	2568	2622	2787	2965	3115
27	704	779	726	847	938	1031	997	1067	1296	1297	1120
28	9.1 20	9.1 17	9.3 9.3	9.1 9.1	9.3 9.3	9.3 9.3	9.3 9.3	10	10	10.3	10.4

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872
1	1366991	403302	412397	424365	426737	431812	447726	464315	470400	483966	489615	1620851	495736
2	384980	13	16	16	16	16	16	16	16	16	16	16	16
3	13	13	95	95	104	104	104	101	101	101	101	102	104
4	86	91	340	257	260	298	312	282	279	284	284	285	258
5	337	342	3	3	3	3	3	3	3	3	3	3	3
6	4	4	4013	4077	4151	4222	4261	4318	4359	4403	4438	4438	4490
7	3854	3995	120	147	152	157	161	165	165	163	160	171	171
8	115	109	3228	3459	3595	3741	3838	3986	4131	4244	4244	*	*
9	2602	2903	4587	4595	4686	4800	4882	4923	4923	4970	5004	5004	5042
10	4379	4159	1820	1820	1820	1930	1930	1930	1930	1930	1930	1930	2700
11	1373	1373	5352	5589	5754	5179	5696	5649	6608	7351	7490	7490	7968
12	4346	4082	6653	5718	5965	6462	6743	6655	6362	6362	6362	6311	6670
13	6408	6784	700	700	800	800	800	800	800	800	800	800	800
14	700	329033	344945	354330	365552	372320	382719	399305	411745	421865	425125	433256	433256
15	301104	316287	15859	17365	18101	18575	18924	20594	20594	20594	20594	21406	21406
16	14708	13631	375333	385592	397992	405266	416812	434953	448160	459161	463057	472800	472800
17	328839	344117	\$959776	\$966956	\$1041052	\$1093516	\$1146543	\$1175166	\$1222681	\$1222681	\$1191476	\$1371594	\$1371594
18	\$895591	\$918113	\$272217	\$288362	\$314827	\$320353	\$379672	\$441891	\$462486	\$480380	\$611818	\$835770	\$835770
19	\$964183	\$273305	\$200892	\$288362	\$314827	\$320353	\$379672	\$441891	\$462486	\$480380	\$611818	\$835770	\$835770
20	\$1159774	\$1191418	\$1254447	\$1285318	\$1353879	\$1387233	\$1431888	\$1588434	\$1624896	\$1712061	\$1803294	\$2207364	\$2207364
21	\$84095	\$71034	\$76131	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009	\$105153	\$113862	\$141812	\$141812
22	\$6037	\$42421	\$7502	\$9139	\$3251	\$17053	\$19190	\$10267	\$20390	\$20390	\$24164	\$31360	\$31360
23	\$218032	\$299234	\$287768	\$269468	\$274514	\$328055	\$332825	\$332650	\$330500	\$336107	\$356374	\$439090	\$439090
24	\$144845	\$1473107	\$1621806	\$1636979	\$1717206	\$1820006	\$1920023	\$2027199	\$2059783	\$2173711	\$2297694	\$2820226	\$2820226
25	4281	4336	4904	4925	4721	4789	4890	4966	5054	5165	5306	5476	5476
26	3100	3031	3094	3011	2930	2925	2849	2775	2641	2753	2641	2626	2626
27	1181	1291	1410	1614	1791	1864	2041	2219	2279	2412	2665	2850	2850
28	103	103	103	11	11	11	11	11	11	11	11	11	11

NOTE.—Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total 241 the unexpended balances, we should have an available sum of \$3,156,396 for Educational purposes during 1872, and for 1871, \$2,629,570, the increase in 1872 being \$526,826.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive and embrace all Institutions of Learning from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

* The Public Schools are now all free by law.

PART III.

APPENDICES.

1872.

APPENDICES TO THE ANNUAL REPORT

OF THE

NORMAL, MODEL,

HIGH AND PUBLIC SCHOOLS

IN ONTARIO,

FOR THE YEAR 1872.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, FOR THE YEAR 1872, BY JAMES A. McLELLAN, ESQ., LL.D.,*
INSPECTOR OF HIGH SCHOOLS.

SIR—I have the honour to submit the following remarks on the present condition and future prospects of the High Schools and Collegiate Institutes, suggested by what has fallen under my observation since the last general Report was laid before you.

It would, I am sure, be deeply gratifying to an Inspector to be able to speak of the Schools entrusted to his oversight in the language of unmixed praise. But, as imperfection marks everything of human origin and human management, School reports must indulge in the language of censure as well as that of encomium. Indeed, the former will generally be more prominent than the latter. For as progressive improvement and ultimate excellence can be secured only by the successive correction of defects, it will be natural to point out the weak points rather than dwell upon the strong—to show the dark side of the picture oftener than present the reverse. What is praiseworthy will be referred to in general terms; what is censurable will be discussed at large. An Inspector's criticisms, however, are generally directed against prominent defects which, from their inveteracy, may be considered inherent in the system, and for which the teacher is, perhaps, not in the slightest degree responsible. And even where an Inspector is compelled to refer to faults which may justly be imputed to the teacher, he does it in no unkindly spirit. He may sometimes err in judgment, and his censure may be too severe; but in all cases, as he awards praise with pleasure, so he censures with regret. But if the language of apparent fault-finding is often used, it is not because there is no admitted ground for that of commendation. There is certainly *much to commend* in the High School system of Ontario, and much to command admiration in the men who are doing its work. There are many teachers of high attainments, of deep earnestness of purpose, of rare professional skill, of noble enthusiasm, engaged in the work of the grandest of all professions. But all will admit that there is room for improvement in our Schools; and all Teachers.

* In consequence of the decease of the Report by Dr. McLellan alone.

G. Mackenzie, the General Report for 1872 was made

all Inspectors, all School authorities, have one common aim—to render our National System of Education more efficient for the accomplishment of its grand design—to which end we reach forward towards that perfection which, though, perhaps unattainable, shall for ever be our goal.

CLASSICS.

I have little or nothing special to report in connection with this department. The “moral suasion” formerly so effective in inducing pupils to study Latin seems to be less exerted in that direction now that Latin is not a necessary part of the High School course. At the same time, the decrease in the number studying Latin has not been so great as might have been anticipated. A few Schools in which there was really no demand for classical learning—but which had, nevertheless, kept up appearances by a half-hearted study of the omnipresent Arnold—have wisely devoted their attention to other and (to them) more important subjects of the course. Some of these Schools are rapidly attaining the enviable position of “English High Schools,” and are doing excellent work in educating our Public School teachers, and in conferring on many the inestimable benefits of a sound English, mathematical and commercial education. Those who think that the decrease in the number of pupils studying classics in the High Schools is evidence of diminished efficiency are mistaken. The fact is, that the Schools referred to have abandoned uncongenial fields for others equally important, which they are cultivating with marked success. These Schools, even if they do but little in Latin, have a great work before them, and they are going to do it.

I am, nevertheless, very glad to be able to say that some of our High Schools and Collegiate Institutes are doing excellent work in Classics; and, having the means to impart a Classical education worthy of the name, are determined to retain Classics in that prominent place to which their great value as an instrument of education justly entitles them.

MATHEMATICS.

In most of the Schools there has been an appreciable improvement in this department; in a few, the progress has been quite marked, especially in Arithmetic. In the best Schools, I have received prompt and accurate solutions of questions fully as difficult as any that have been set for first-class teachers at the Provincial examinations. And the students thoroughly understood what they were about. They had been taught to *think*; they were not obliged to ask, in plaintive accents, when a question was proposed in “strange language”—“Please, Sir, what *rule* is that?” I am compelled to admit, however, that, in a majority of the Schools, there is great room for improvement. To these, the remarks of the last Report are still applicable:—“In Arithmetic, we find too many of the pupils slaves of rule and formula, not capable of interpreting the formula (which ought to be banished from *Arithmetic*), and perfectly in the dark as to the reasons of the *rule*. They are quite oblivious of the fact that it has a *principle*, or, granting that it has, they have not the slightest idea that it concerns them to *know* it.” To show what idea some of them have of the *reasons* of rules, I may cite an instance:—In one of the Schools I found a student who had “gone through the Arithmetic.” Indeed, he had been teaching some time in one of the rural Schools; but, finding the “New Examinations” for teachers a “little hard,” and himself a “little rusty,” he had condescended (as his general demeanour seemed to indicate) to honour the High School with his presence. The number $4\frac{3}{4}$ was set on the black-board, and the gentleman who “had been through the *Arithmetic*” was asked if he could “give the rule for changing that mixed number to an Improper Fraction?” A flush of indignation overspread his countenance as he replied, with *emphasis*, “*Certainly* I can.” As he gave no practical evidence of his ability to do it, he was asked if he “would be so kind as to *give* the *rule*.” He rolled out the answer in tones which would have done honour to Stentor—“Multiply the whole number by the denominator of the fraction, and add in the numerator-r-r-r!” After a compliment upon the accuracy of his answer, the following colloquy took place:—“Do you *know* that rule to be correct?” “*CERTAINLY* I do,” “Very good: *how* do you *know*?” “Why—why—SANGSTER SAYS so”—his look and tone expressing more clearly than words could have done his conviction that he had “floored the Examiner that time!” I have very frequently received similar

answers—showing that the old rote-system still prevails in some quarters. It is not to be wondered at, then, that *numbers* of High School pupils were unable to solve the question—"I gained \$3,300 in two years; the second year's gain was 20 per cent. more than the first year's gain; find the gain for each year." Still, in all the Schools (or nearly all) there was some improvement, and in a few the progress was very gratifying. I feel confident that the progress next year will be very decided.

FRENCH AND GERMAN.

The number studying German has somewhat increased, but there are few advanced pupils. French is well taught in a good many Schools. The number studying French will be largely increased if it be made part of the English course, and an option between French and Greek be permitted in the Classical course.

NATURAL PHILOSOPHY.

But little progress has yet been made in this subject in our High Schools. Indeed in very few Schools has there been more than a respectable beginning. This I think a grave defect. Natural Philosophy, when well taught, is not inferior to geometry in developing the reasoning powers. Its practical use, also, is very great. Industry, sobriety and quick perception are not sufficient to make a thoughtful and intelligent workman. Without some knowledge of the principles of mechanics he will never advance beyond the application of a few barren rules, and he will be often driven to very circuitous methods, at a great waste of time and material, in arriving at results which could be obtained more easily and readily by scientific methods. Many mechanics possess considerable inventive talent that frequently leads to speculations, which terminate not only in their own disappointment, but in the ruin of others. How many weary hours have been spent in the vain attempt to discover "perpetual motion," which a very elementary knowledge of mechanics would have saved. If the ability which exists to a large extent in many of our workshops were only directed by some mechanical knowledge, it would frequently lead to the most important results. At the very least the pupils from the High Schools, and indeed from all our Public Schools, should be made acquainted with the mechanical powers, the composition of forces, and the centre of gravity. This may easily and elegantly be done by assuming the principle of virtual velocities, or as it is sometimes called, the "principle of work done." From this principle which, when clearly explained, is quite as self-evident as some of Euclid's axioms, the principal propositions in the above subjects may be deduced in a simple and natural manner. After each proposition a variety of questions should be given to test the pupils' knowledge of it; and, when possible, the results should be verified experimentally. When taught in this way Natural Philosophy will be anything but a "dry subject," and the stimulus given to the minds of the pupils will more than compensate other subjects for the time spent in the study of this one.

NATURAL SCIENCE.

Natural Science, including chemistry, botany, natural history, which has been wisely made a part of the programme of studies for High Schools, has made some progress during the year, but I am compelled to say, very little. This is much to be regretted. The subject has been too long excluded, and every effort must now be made to place it in its proper position. In whatever light we view it the subject is important. The late John Stuart Mill, in his evidence before the Royal Commission, says, "There is no intellectual discipline more important than that which the experimental sciences afford. Their whole occupation consists in doing well what all of us during our whole life are engaged in doing for the most part badly. All men do not affect to be reasoners, but all profess and attempt to draw inferences from experience; yet hardly any one who has not been a student of the physical sciences sets out with any just idea of what the process of interpreting experience really is." To many it is useless to recommend a subject on the ground that it is an admirable instrument of mental culture. They want their children to learn something *useful*. I would draw the attention of such persons to the opinion of

the Right Hon. Robert Lowe, given also before the Royal Commission: "I have seen," he says, "in Australia, Oxford men placed in positions in which they had reason bitterly to regret that their costly education, while making them acquainted with remote events and distant nations, had left them in utter ignorance of the laws of nature, and placed them under immense disadvantages in that struggle with her which they had to maintain." But I think all must admit, when brought to think about it at all, that the mental discipline implied in science culture is inestimable; that the knowledge gained is an addition to our happiness; and that the aptitude of applying our knowledge to the pursuits of life increases our material prosperity.

Natural science cannot be taught from books, and all efforts to teach it as we do Latin Grammar will prove, as they ever have done, miserable failures. And yet many cling to that method as tenaciously as the Romans clung to their consecrated geese. In teaching Natural History it is not needful, as many naturalists do, to place in the forefront the classification of the objects they are concerned with. Classification must be the result—can only be the result—of a large knowledge of individual facts; and it is, therefore, unintelligible without a considerable extent of that knowledge. The masters themselves acquired the classification, or formed it, on the same condition of previous acquaintance with the things classified. Classification in natural science ought to take its natural and logical position behind, not before, the knowledge of the things it deals with. Even in *Natural History*, perhaps the most difficult department of natural science to teach in a practical manner, a good teacher will not be content with communicating facts and illustrating them by suitable specimens. He will avail himself of any opportunity of making his pupils draw inferences from the facts presented before them. For instance, let us take the very familiar example of a *tooth*, and draw the inferences from it. It possesses fangs and is sharp pointed. It is a double tooth, a small one. The *fangs* lead us to infer a *socket* for them and a *jaw*, the jaw a *skull* and *skeleton*, and these a *vertebral column*, a nervous cord and brain. From the sharp point we infer that the animal does not grind its food, for which a flat rough surface is necessary, but tears it, and therefore feeds on flesh. A flesh-tearer necessarily has feet to correspond, it will therefore be armed with claws; and as the tooth is very sharp, we infer that the animal feeds on living prey, is wholly carnivorous, and that its claws are proportionally sharp. Being a flesh-feeder we know much of its digestive organs, which are short, compared with those of herbivorous animals. It is probably, therefore, the tooth of some small, carnivorous quadruped—most likely the tooth of the domestic cat; and if we have extracted it beforehand for the sake of our inferences, we can speak with greater certainty upon this point. The power of inference based upon previous knowledge was exemplified by Owen in the case of the *Dinornis*, in a manner that made him a demi-god for the time. From the structure of a single bone he determined it first to be that of a bird, and then built up the typical bird a fossil giant, rivalling Sinbad's roc—his inference being verified after a few months by the discovery of complete fossil remains. Natural History taught in his way would get pupils over the "wearisome bitterness of their learning," changing it indeed for an ever-increasing eagerness for knowledge which would count nothing a difficulty that helped to feed an inquiring mind. What I have said with respect to Natural History applies with still greater force to *Chemistry*. The proper way to teach it is not by books, but by introducing the chemical bodies to the notice of the pupils, and causing them to ascertain by their own observations, and express in their own unaided language, the results of such observation. Previous to the performance of each experiment, the teacher should see that the pupils had the clearest ideas possible to them at that stage of the proceedings, of the bodies on which, and the apparatus by means of which, he was conducting his experiments. In all cases the information should be elicited by a system of *Socratic questioning*, founded on the observations of the pupils, rather than by direct "telling."

BOTANY.

In some Schools this subject is well taught. Of course the true basis of knowledge of Botany, is that familiarity with the actual character of plants, which can only be obtained by direct and habitual inspection of them. The pupils should be taught to

know the plants and to separate their different parts ; to give their proper names to the parts ; to indicate the relation of the parts to one another ; and to find out the relation of one plant to another by the knowledge thus obtained. To teach Botany in this way, the actual plants must be had. Drawings of them, however good, are poor substitutes. There are very few Schools around which space might not be obtained for a few beds in which the typical plants of the more important families should be planted, and in sufficient numbers to give each pupil two or three specimens of each plant. By a little care and study the different families might be made to flower in succession, and thus a supply of fresh specimens would be at hand during the greater part of the summer. Natural History might take the place of Botany during the winter months.

ADMISSION OF PUPILS.

Removal of checks to entrance. Examples of low character of entrance examinations. Evil effects. Injustice done to good Schools—instance. Necessity of uniform written examinations. Objections answered. These examinations will benefit Public Schools. Composition of Local Training Boards. Change needed. Instance.

The suspension of the regulations concerning the admission of pupils has proved very injurious to the interests of higher education. All experience had shown the necessity of a change, both in the standard of scholarship prescribed for entrance, and the mode of conducting the examination. Boys and girls possessing the merest smattering of the elements of a Public School education "had been driven like sheep" into the High Schools to swell the number of pupils and increase the apportionment from the public funds. The consequence was, as all Inspectors have reported, and all independent testimony has proved, that the efficiency of the Public Schools was greatly impaired, and many of the High Schools, far from doing the work in "higher English and commercial subjects" for which they were designed, and for which they were liberally paid out of the public treasury, might be said to possess a "local habitation and a name," but nothing more.

To do justice to the better Schools, at whose expense many of the poorer ones dragged on a wretched existence—to raise the latter from the position of low grade elementary Schools to a higher plane—to increase still further the excellence of the really good Schools—to render the entire system thoroughly efficient for the accomplishment of the grand work for which it was established—it became absolutely necessary to institute a more rigid examination and to make it uniform for all the Schools. Regulations to secure this end were passed, and the long-desired reform was about to be accomplished. Unfortunately, these regulations were set aside ; the operation of measures essential to the improvement of the High Schools was arrested ; not only were the so-called "obnoxious checks"—"the iron barriers removed"—but all checks, all barriers, all restrictions, were absolutely swept away.

The result was, that the evil to be remedied, instead of being mitigated, was greatly augmented. The barriers were removed—the doors were thrown wide open—and swarms of ill-trained pupils passed from poor Public Schools to swell the numbers of poorer High Schools. Perhaps it may not be amiss to give a few examples illustrative of the character of the examinations, and of the attainments which, in many cases, were thought sufficient to enable their possessors to enter with advantage upon the High School curriculum. The Schools will not be named but designated by different letters.

A. In this School there were nearly fifty on the roll ; the reading of nearly all present was very bad ; only seven could find the difference between two mixed numbers, and the "cost of 5,250 lbs. of coal at \$7 50 per ton of 2,000 lbs." The failure in grammar was even more marked. The following sentence was given as an exercise in parsing : "And first one universal shriek there rose, louder than the loud ocean like a crash of echoing thunder, and then all was hushed, &c." Nearly all failed to parse *first*, *all*, and *louder* ; *universal* was parsed as a noun, *ocean* was pronounced to be in the objective case, governed by *rose*, while there seemed to be a difference of opinion as to how to dispose of *crash*, some declaring it "a noun in the objective case after *rose*," others considering it the "nominative case to *was* understood." It is not too much to say that the checks to

entrance into this establishment could not have been very "harsh," or very strictly enforced.

B. During the inspection of this School there were twenty-four pupils present. The reading was very bad, the spelling worse; only three could find the difference between two mixed numbers and the cost of the *coal* in the above question. The sentence above quoted having been found altogether too difficult as an exercise in parsing, the grammatical knowledge of the pupils was tested by the easier one: "Few and short were the prayers we said:" not a single pupil could parse *said*; it may be added that the results in nearly all the other subjects were equally unsatisfactory. Now, it cannot be denied that these children ought to have remained months longer in the Public School; why then, it may be asked, were they hurried into the High School utterly unqualified as they were? The answer is not far to seek; as Public School pupils they were worth only about 80 cents each to the municipality; as High School pupils they were worth from \$30 to \$40. I need not dwell upon the serious injury inflicted upon the pupils themselves by this injudicious promotion; it is enough to say that children who ought to have been devoting their time to reading, spelling, elementary arithmetic and grammar, were actually attempting nearly all the subjects prescribed in the course of study for the High Schools!

C. There were about forty in this School, more than half of whom had been admitted at the last entrance examination. The assistant teacher, while instructing a junior class in grammar, gave the sentences: "To love our enemies, is a command given, &c." "A boy with long black hair was found in the wood." "John runs swiftly." The following are a few of the answers given: *To love* is an intransitive adverbial noun; *command* is a noun in the objective case governed by *is*: all failed to parse *boy*: "*hair*" is a verb, third person singular, governed by *with*:" "*John*" is a verb, third person singular, in the objective case." The reading was very bad; and as to arithmetic, some of the pupils could not go through the Multiplication Table. The Principal of the School, a very faithful teacher, has surely a peculiar task before him.

D. About forty pupils in the School, more than half of whom had been admitted at the last entrance examination. Only five out of the whole school could solve the "*coal*" question, while a large majority could not do subtraction of fractions. In the sentence given for parsing there was very serious blundering; only *one* could parse *crash*, and *none* were willing to admit the correctness of "why is dust and ashes proud?"

E. Nearly seventy on the roll, including those not yet regularly admitted. The entrance examination had not been held, but the Inspector was assured that "about half of the number (seventy), would pass quite easily. Only seven of the entire School did the "*coal*" question, and only three could find the difference between two mixed numbers.

In attempting to parse, "and first one universal shriek, &c." the scholars gave "*shriek*, a noun in the objective case governed by *one*:" "*universal*, a verb in the possessive case." Not one could parse *ocean* or *like*. None could correct, "John is the strongest of his brothers!" or were willing to admit the accuracy of "why is dust and ashes proud?" The examination from beginning to end was a series of hopeless blunderings; the entire performance would have covered with ignominy a decent Public School. Yet the Inspector was assured that "all the subjects of the programme were taught in the School," and was earnestly pressed to note the proficiency of the classes in Greek, Latin, French, German, &c. The results of examination on these subjects showed conclusively that English Grammar was not the only subject of which the pupils were profoundly ignorant.

These examples, which might be multiplied did space permit, will enable you to form a tolerably correct opinion as to the disastrous effects upon the High Schools, which have been the inevitable result of the removal of all restrictions upon the admission of pupils.

When it is considered that, through the laxity of the old system of admission—a system which permitted pupils possessing but the merest smattering of the elementary branches, "to wriggle through the meshes of the Inspector's net"—a very large number of unqualified pupils were found in the High Schools when the new law came into operation, and that the number has been greatly increased, in consequence of the examinations for entrance having been practically freed from all restrictions; the inference is warranted that unless the evil be promptly and effectually remedied, the progress of many of the Schools will be arrested, or rather, it may perhaps be said, will never have a beginning. It is but right to state—and I have great pleasure in making the statement—that many

of the School authorities, and particularly the masters, have faithfully carried out the requirements of the law in the admission of pupils. They have refused to take advantage of the power unhappily placed in their hands, and, preferring the higher interests of their Schools to any merely pecuniary advantages, have exacted of all candidates for entrance a fair standard of qualification. But the general *tendency* is towards laxity of admission, and consequent *degradation*. I have been informed that some of the best masters have resisted with great difficulty the pressure brought to bear to induce them to sanction the admission of unqualified pupils, in order that a larger allowance might be obtained from the High School Fund. As matters now stand *great injustice is done* to the really effective High Schools of the country. Their honesty costs them not a little. The inferior Schools admit vast numbers of pupils utterly unprepared to begin a course of "higher education," and by so doing they draw from the High School Fund a large amount of money for doing the work of low-grade Public Schools. The *superior Schools*, whose authorities wisely and conscientiously determine to maintain their excellence, admit only such as are qualified to enter upon higher work, and they hence receive a far less apportionment for honourably fulfilling the exalted purpose for which they were established. Thus we are actually paying a premium upon inefficiency. For example: the master of one of our High Schools, established in a locality possessing excellent Public Schools, might, were he so disposed, double the number of his pupils by a comparatively easy entrance examination; but he honestly satisfies the requirements of the law regarding the admission of pupils; he is determined that his School shall not descend to mere Public School work; he justly thinks that the "higher education" of nearly ninety boys, will tax all the energy and ability of the four masters employed; he has, I will not say the best, but one of the best, institutions in the Province; his share of the High School Fund for the year is \$1,200. The master of another School, which I might name, holds different views; he is *less careful* in the admission of pupils; he has faith in the ability of four masters to do the work of *two hundred* pupils; he has an *eye to large apportionments*; his institution is, *on the whole*, far inferior to the other; yet he draws this year \$2,400 from the High School Fund! There is, therefore, no exaggeration in the assertion that, under existing circumstances, *inefficiency is encouraged*, and that a great injustice is done to those really excellent Schools, "which it is the wise policy of the country to foster and support." A change, then, is absolutely imperative; the examination must be made at once worthy of the name, *and uniform for all the Schools*. The evil complained of will then be at least *partially* remedied. Nearly all the masters—certainly all the most experienced and successful masters—are heartily in favour of uniform, written examinations. The *objection* has been stated that, under such a test, many really qualified pupils will fail, because they have not been accustomed to written examinations. But this difficulty will soon disappear; written examinations *ought to be introduced into all the Public Schools*, and already have a prominent place in all the *best Schools*. Indeed, as the utility of written examinations in general is all but universally acknowledged, it may be safely inferred that the examinations for "matriculation" into the High Schools will have a most *beneficial effect upon the Public Schools*. The subjects of examination for promotion from the 4th to the 5th class in the Public School, are substantially the same as those required for entrance to the High School; pupils really entitled to such promotion in the Public School, should be qualified to enter the High School. Similar, if not the same, examinations will be held for promotion in the one case, and for matriculation in the other. If there are no promotions—no successful matriculants—what will be the irresistible conclusion? *The Public School will be pronounced inefficient*. On the contrary, a successful examination for promotion, or matriculation, will be held to place beyond question the excellent character of the Public School. My impression is, therefore, that these written entrance examinations, while essential to the improvement of the superior Schools, will exert a powerful influence on Public Schools, whose reputation will largely depend on the number of successful candidates they are able to send up to the examinations for entrance. The difficulty above referred to as an objection to the proposed entrance examinations—admitting that it has any existence now—will soon be entirely overcome under the improved methods of training, which are rapidly finding a place in all the better class of Public Schools. Meantime, a reasonable degree of leniency may be shown the candidates. The examiners will not expect answers so full and accurate as might be required from the pen and brain of a

ready writer : they will make all reasonable allowance for want of expertness in penmanship, and of facility in expression, and will not insist upon perfect excellence of matter or critical elegance of style. I have stated that by such a system of examination the evil would be *partially* remedied. I think this qualification justifiable. For, though I justly appreciate the ability and integrity of the Local Boards of Examiners in general, I hold the opinion that *a change is required in the constitution of such Boards* before the evil under discussion is *completely* remedied. In some cases the examinations have been, and perhaps under any circumstances will be, all that can be desired ; in others, the temptation of a large appropriation has proved too strong for human nature. I have been credibly informed that in some instances candidates for entrance have been assisted by the teachers, so that *all* the papers submitted to the Inspector were of a high order of merit ; in fact, it has been occasionally observed that matriculants who had apparently passed a very satisfactory examination, have become conspicuous failures—even after having enjoyed for months the benefits of High School instruction—when tested by an independent and disinterested examiner. In other cases the examiners, animated it would seem by a charity that can think no evil, have assigned high values to very imperfect—not to say absurd—answers. For example : at a certain entrance examination the following sentence was given as an exercise in parsing : “ all the world’s a stage and all the men and women merely players ; ” it was thus parsed, “ *all*, is an adverb modifying stage ; *world’s*, a noun nominative to stage ; *women*, a noun nominative to players ; *merely*, an adverb modifying players.” This somewhat imperfect answer was awarded *ten* marks. Full marks (20) were assigned to the answer which gave *was* as the complete predicate in the proposition, “ their complexion was of a dusky copper colour, &c.” The following are answers given by other successful candidates at the same examination : “ *woman* is a noun nominative to are players ; ” “ *all* is an adverb modifying the ; ” “ *world’s*, a noun in the possessive case ; ” “ *women*, a noun in the objective case ; ” “ *players*, a noun in the objective case.”

Under these circumstances it would appear necessary not only to make the examinations uniform, but to have them conducted by Examiners, unconnected with the High Schools. This suggestion may seem to convey a censure, as virtually impugning the honesty and ability of the Local Boards as at present constituted. This certainly is not the intention. In general I have a high opinion of the integrity of these examining bodies ; I know that many of them, in the face of most powerful temptations to a contrary course, have with strict fidelity carried out the spirit of the law ; and I am far from insinuating that *any* of them would be guilty of deliberate wrong. Still Examiners are but men. Every Board is, perhaps, disposed to undue leniency, on the supposition that all other Boards are lenient. In short, as the High School Fund is now distributed solely on the basis of average attendance, there is so strong a temptation to swell the numbers in the High School, that none directly interested should be left exposed to it.

We must have a respectable entrance examination, and this must be uniform and conducted by independent examiners. In consequence of laxity in the admission of pupils, all the High Schools have been doing too much elementary Public School work, and not a few of them have been doing such work exclusively. This anomalous condition of things should no longer be permitted to exist. The really good Schools must be made still better ; the low-class Schools must be improved in character ; the entire system must be made more efficient, and really capable of the great work for which it was designed. To this end a strict matriculation examination will contribute more powerfully than perhaps any other agency. Let uniform papers be prepared by a central committee of Examiners ; let the *Public School Inspector* conduct the local examinations ; and let his decision be subject to the final approval of the Central Committee, or of the High School Inspectors. It has been objected to the appointment of the Public School Inspector as sole local Examiner, that in some instances he may be inimical to the High School, and may employ his power adversely to its interests. But it is to be hoped that instances can rarely be found in which an Inspector is so false to the high claims of national education as to employ the power entrusted to his hands in order to promote those claims, in the vile attempt to injure one of the three great agencies in our national system. Besides, as under the proposed scheme the award of the Inspector is subject to revision by the Central Committee, he will be utterly powerless—even if disposed—to perpetrate any injustice upon the High Schools in the conduct of the entrance examinations. Let this

important step be taken, and it will prove, I believe, the most powerful means perhaps available in improving and elevating the character of the High Schools—making them higher institutions of learning in reality as well as in name—and thoroughly efficient for the great part they are to play in the progress and development of the nation.

QUALIFICATIONS OF HIGH SCHOOL MASTERS.

It is generally conceded that there should be a modification of the law which defines the qualifications of Masters of High Schools. In the *first place*: There is a slight ambiguity in the wording of the law which can be easily rectified. A "Graduate of a British or Canadian University" is legally qualified for the position—when the term graduate is obviously intended to mean one that has proceeded regularly to his degree in the faculty of arts. A much wider interpretation has, however, been given it, under which graduates of American Universities who have managed to get an *ad eundem* from a Canadian University, have been declared qualified within the meaning of the Statute. Of course nothing need be said against the scholarship and general qualifications of such graduates, who may really be very superior men. But it was not the intention that such a degree should qualify for a Head Mastership of a Canadian High School. And justly. For, to say nothing of other reasons, it is well known that degrees are so easily obtained from many American Colleges, as to be all but worthless; and the holders of such degrees might be utterly unqualified (though it is but just to say I know of no such instances among our present teachers) for the high positions to which they could *legally* aspire. Nor is a degree in Medicine, or Law, or Divinity, a sufficient qualification, inasmuch as it is no sure guarantee of the possession of the requisite scholarship. In the *second place*: A more important consideration is: Ought a degree in arts from the most distinguished University be held to be alone sufficient legal qualification? The general opinion is that it should not. A degree may be thought necessary; it cannot be shown to be sufficient. It may be evidence of the necessary scholarship; but it is no evidence of the requisite professional knowledge. The *graduate* may know much of History, Science, Language—this is valuable, nay, indispensable—but to be a successful *teacher*, there is a knowledge equally indispensable; he must know how to organize, how to govern, how to teach, in short how to *educate*. Education is as certainly a science founded on well established principles as is Law, or Medicine, or Divinity—perhaps it may be safely pronounced more scientific than any of them. And *teaching* is just as certainly a *profession* demanding a special training. Under present circumstances such a training cannot be had; but is it too much to ask that candidates for the highest educational positions shall furnish evidence of the possession of at least some experience in teaching, and a moderate degree of professional knowledge? Now a degree is no evidence of the possession of such knowledge, and yet it legally qualifies for the Head Mastership of any of the High Schools or Collegiate Institutes in the country. The High Schools are therefore placed at a great disadvantage as compared with the Public Schools—a disadvantage which will ultimately, in a marked degree, tell against them. No person can receive a second-class certificate as a Public School Teacher unless he has had *three years'* experience in practical teaching, or an equivalent training in the Normal School; and no one can obtain a first-class certificate, until he has had *five years'* experience, or an equivalent professional training. But for the High Schools, no such experience or professional training is thought necessary! Thus very frequently the mere youth is placed on a level with the experienced teacher, too often thinking that having won distinction in his University course, he is a ready-made teacher, thoroughly furnished for his great work. Very vague, indeed, is his knowledge of teaching, of organization, and of the *important principles* of School government. And "wise and effective" School government is really a delicate and difficult work, for, consider how subtle and often profound are the principles embraced in its philosophy; how varied and perplexing must be its practical adjustment; how manifold the difficulties to be encountered; and *how sad may be the results of failure to govern wisely and well*. It is sometimes said that a University education is equal to a Normal School training, even as a qualification for teaching—an assumption that is hardly worth a refutation. There is nothing of School organization or School government *taught* in a University, and nothing *learned*. The statement can have no point at all unless it refers to *modes of teaching*.

and even then it is a great exaggeration. If a student has himself been well taught, it is argued, he will naturally teach well; he will carry into the School-room the methods of his Lecture-room. But this overlooks the important difference between the work of the *School Master*, and that of the *University Lecturer*. Teaching boys is one thing; teaching men, another. There is a broad distinction in the manner of teaching, the matter of teaching, and in the intellectual development of the persons taught; and what would be admirable in the University Lecture-room, would be quite out of place in the School-room.

The position that something besides a degree should be required as qualification for a Head-Mastership, is strengthened by the fact that a majority of the High Schools are Union Schools. How absurd to place an utterly inexperienced man at the head of a large graded school, where great energy and ability, and above all professional skill, are essential to success! I venture to say that a sensible Board of Central School Trustees, would refuse to appoint a man without practical experience, even if he had half the letters of the alphabet after his name. High School Teachers ought, at least, to be as well qualified for the work of *teaching* as Public School Teachers; and it is therefore felt that some change should be made in the law fixing their qualifications. There is, of course, difficulty in defining the qualifications, additional to a degree, that should be insisted on. But something can be done. Let no one be qualified for a Head-Mastership until he has had one, two, or *three* years' experience in practical teaching. This can be no injustice to mere graduates. A University degree does not qualify them at once to enter any of the "Learned Professions;" they must spend some years in professional training. Teaching, too, is a profession, not less important than any of the so-called "learned professions," and equally demanding special training. Besides, the salaries of assistants in High Schools now range from \$600 to \$1,200; it is therefore no great injustice to ask an *inexperienced* graduate to sacrifice himself for a year or two at such a salary: it is generally believed that it is all he is worth to begin with. And since every beginner has experiments to make before he can be pronounced experienced, let these be made under the eye of an experienced master, in order that any injury resulting (and injury there is sure to be in a greater or less degree) may be confined within the narrowest limits, and counteracted, so far as may be, as promptly as possible. Then, when he has had some experience in the actual work of teaching, and not till then, let him be legally qualified for the highest positions within his reach.

NUMBER OF TEACHERS FOR EACH HIGH SCHOOL.

Most of the Schools have complied with the regulation requiring the appointment of an assistant teacher, and, as was to be expected, considerable improvement has taken place in these Schools, even in the comparatively short time during which the additional teacher has been employed. A more *complete classification, better government, more effective teaching, and greater industry* on the part of pupils have been secured, and improvement has followed as a necessary consequence. This would have been still more marked had it not been to some extent checked by the rush of pupils into the High Schools, consequent upon the removal of all restrictions on entrance. As showing the utility of employing additional teachers, it is a note-worthy fact that, in *all*, or *very nearly all*, those Schools which the Inspectors thought worthy of being ranked in the *First or Second Class*, in the classification submitted to the Department in 1871, *two or more teachers had been employed*. There is no doubt that to this fact is due, in a great measure, the high rank assigned them. And I venture to predict that many of the third and fourth-class Schools will, if the regulation be honestly adhered to, soon rise to a higher grade. The appointment of a second teacher has been complained of as "a useless expense" in a few localities where the Schools are small, or where the impression seems to prevail that to the number of pupils which a master ought to teach, there is no "superior" limit. But I reiterate the opinion expressed in last year's Report, that in *every High School two teachers at least should be employed*. All admit the necessity of having two teachers in the "larger Schools;" but in reference to small Schools some hold a different opinion. "How absurd and unjust to be obliged to employ two teachers in a School of only 25 or 30 pupils; why, a Public School Teacher will manage 50 or 60 pupils—cannot High School Teacher do as much?" The comparison is futile: The High School is not simply a division of a Public School;

it is not the *number of its pupils* but the *character of its work*, that constitutes a High School; additional teaching power is required not because it has a large attendance, but because it is a *High School*. The law requires that a High School shall make provision for giving instruction in the higher English branches—Mathematics, Classics, and French and German. No one will say that the employment of *one teacher* satisfies this requirement. It is asserted “that the higher branches are not required in some High Schools, and therefore not taught, and a second teacher is not needed.” This proves too much; it may show that a second teacher is not required; it also proves that there is no demand for the higher education which the High Schools are designed and paid to furnish, and that such Schools, being to all intents and purposes mere Public Schools, have no right, under the name of *High Schools*, to prey upon a Fund granted specially for higher education—an education which they do not and cannot supply. In a graded Public School, where “the Public School Teacher ‘manages’ 50 or 60 pupils,” there are never more than *two classes*, and in some subjects the whole *division forms but a single class*. Will any one deny that, even in a very *low* High School, in whose programme Classics and Modern Languages find no place, the number of classes must be far greater? As already intimated, the number of classes depends, not on the aggregate of pupils in attendance, but on the *work to be done*; and this work—really *respectable High School work*—cannot be done by less than two teachers, as I am sure every *teacher* of any experience will readily admit. Of course there may exist in connection with a few Schools, peculiar circumstances which would render the immediate application of the Regulation undesirable; but I apprehend there can be no doubt either of the *legality* or the *utility* of its *general* enforcement. Nor do I think it can justly be pronounced a “great hardship” to the Schools that they should be required to provide a second teacher. Many of them have received, on the ground of their being *High Schools*, sums *more than enough to pay the salaries of their Head Masters*, and have applied the *surplus*, not in rendering the High Schools more efficient, but in *support of the Public Schools*, though the law requires that such sums should be expended only in salaries of High School Teachers. It is surely not too much to expect that these municipalities in which there is a “great demand for higher education”—which are “very *anxious to have a High School*”—should be willing to raise a few hundred dollars by *local taxation*, to accomplish the object for which they are so deeply anxious, and for which they are so liberally assisted from other sources.

I think, also, that there is great need of some law or regulation regarding the *number of teachers to be employed* in the larger Schools and Institutes.

Why should small Schools be compelled to employ *two* teachers, while large Schools may, with only an equal staff, undertake the instruction of an *unlimited number* of pupils? A School having an attendance of from 25 to 40 must have two teachers to do the work; one with an attendance of from 60 to 100, or 120, *need*, and many actually do, employ only the same number. Some of the Collegiate Institutes, too, need looking after. Is it right that a Collegiate Institute, with only the four teachers prescribed by law, should undertake the instruction of all that can possibly be crowded within its walls? Can *four* teachers, however efficient, possibly do justice to 200 scholars attempting High School and Collegiate Institute work? *There ought to be one teacher for every twenty-five enrolled pupils*. And none should be qualified as teachers in Collegiate Institutes but Graduates and Under-graduates of at least two years’ standing, and holders of First Class Provincial Certificates.

I am glad to be able to say that many of the High School Boards show a praiseworthy liberality in the matter of employing teachers. Welland, for example, which has a *good school* with *two* teachers, is determined to have a still better one with *three*. And Peterborough has *seven* teachers in the Collegiate Institute, *three* of whom are *graduates*, one an *undergraduate* of high standing, and three accomplished Public School teachers. Whitby, too, has four masters wholly engaged in High-School work. It would be well if some others would do likewise.

“PAYMENT BY RESULTS.”

With increased experience, I am more than ever convinced of the necessity of modifying the present plan of distributing the High-School Fund on the basis of average at

tendance alone. By this mode inferior Schools doing very little, if any, High-School work, not unfrequently receive a larger grant than the very best Schools, as has been shown in discussing the admission of pupils and the tendencies of Union Schools. To remedy this evil, the amended School Law of 1871 embodied the principle of "Payment by results," under which *educational results* are to be combined with average *attendance* in making the apportionment; and under the authority of the Department, the Inspectors reported a classification of the Schools preparatory to the practical application of the principle. But owing to the existence of grave difficulties no effect has as yet been given to the law, much to the regret of many experienced educators and of all who wisely desire the improvement of our educational system. Yet I do not see how this delay could well have been avoided. For, though I believe the classification made by the Inspectors to have been substantially correct, it could not be made available in the *effective* application of this principle:—the *important end to be attained would have been defeated by the lax entrance examinations that have since prevailed*. I have already shown how, under the absence of all restrictions, vast numbers of unqualified pupils were herded into the High Schools; and thus, after the *classification had once been made*, the "element of numbers" would have been all-powerful, while the "element of results" would have been practically inoperative. But with a strict and uniform entrance examination, I see no great difficulty in the way of making the principle practically effective. A classification of the Schools must first be made, and herein lies a difficulty, though by no means an insuperable one. Before the Inspectors (now *three* in number) decide upon the character and standing of any School, they make a careful inquiry into its *working* and its *work*; and when, after careful and repeated examination of all the Schools, they unanimously agree upon a classification to be submitted to the Department (and to the country), it may safely be declared that such a classification is substantially correct, and that it does no School any appreciable injustice. Having made such a classification, it will then only be necessary to divide the Government grant, so that the sums received per pupil by the different classes of Schools shall have to one another whatever ratios may be decided upon. For example:—By the classification of 1871, the Schools were arranged in four classes, the aggregate average attendance (for first half-year) of pupils in the 1st class being 399; in the 2nd class, 1290; in the 3rd class, 1413; and in the 4th class, 922; and the Government grant for the half-year was \$36,271. Now, suppose that it is decided to distribute the Government grant in such a way that for every *two* dollars paid to each pupil in the 4th class, *three* shall be paid to each pupil in the 3rd class, *four* to each in the 2nd class, and *six* to each in the 1st class; then a simple calculation gives us the amount payable for each pupil in the respective classes, viz.:—\$16, \$10.66, \$8, \$5.33. This calculation is of course founded on the supposition that the total Government grant is a definite amount. A far better mode of rendering the principle under consideration effective is that pointed out by Professor Young in his address before the Teachers' Association in 1871, by which "a definite amount is to be paid for each pupil in a School, according to the class in which the School is placed"—which proceeds on the idea that the Government grant would increase with the increased efficiency of the Schools. For, as Professor Young remarks, if the grant is to remain stationary, the gain of one School would be the loss of another; but if a definite amount were paid for each pupil in a School according to the educational rank of the School, each would be rewarded on a consideration simply of its own doings, which is surely the correct principle. At all events, the principle of payment by results ought to be applied as soon as possible; I see no great difficulty in making the necessary classification preparatory to its application in making the apportionments for 1874. It should be remarked that the Third Plan, proposed in the H. S. Inspector's Report for 1871, meets with the approval of some of the best masters.

UNION SCHOOLS.

All former Inspectors have agreed in reporting that the union of the High and the Public School is prejudicial to the educational interests of the country. In this opinion I fully concur. The union of the two classes of Schools is, or at least seems to be, somewhat unnatural—a coalition of variant elements. They are certainly intended to exercise

different functions ; the province of the Public School is to be entirely distinct from that of the High School. There is also an important difference in their mode of support and external government. The Public Schools are maintained almost wholly by local taxation ; they are more especially the Schools of the people, and are governed directly by the people ; the High Schools derive their revenues from a different source, and are governed by authorities appointed on different principles. But without entering into a lengthened discussion of their anomalous character, it must be admitted that Union Schools have been tried and found wanting. At all events, my own impression, founded on my experience as a teacher, and my observation as an Inspector, is decidedly unfavourable to Unions—for the following among other reasons :—

I. They tend to the degradation of the Public Schools.

II. They tend to the degradation of the High Schools.

III. They tend to increase the number of poor Schools.

IV. They are a source of injustice to really good Schools.

As these are very important points, it will be proper to illustrate them at some length.

I.

DEGRADATION OF THE PUBLIC SCHOOL.

It is the proper function of the Public School to provide what is usually known as a thorough common school education for every child in the country. This comprehends something more than a mere rudimentary knowledge of arithmetic and English grammar. It aims at the general enlightenment of the masses, and its superior limit cannot, therefore, be the multiplication table and the parsing of an easy sentence. The great object of the Public School is, not only to place within the reach of all a course of education sufficiently extensive and thorough for all the ordinary pursuits of life, but to create a national intelligence which shall be effective in national progress. Hence the Public School has a complete and well-defined end in view—a noble object of its own to accomplish. Those who look upon it as the insignificant beginner of an imperfect work, which is merely initiatory to that of a higher and more favoured institution, fail to comprehend its true character and object. It is not a mere *feeder to the High School* ; to provide the latter with pupils is surely not the sole, or even the primary object of its existence. The High School, indeed, cannot exist without the Public School, but the Public School is independent of the High School. And thus, while the High School forms an important part in a complete system of State education, the Public School is *absolutely essential* to the advancement of the nation. Hence the necessity of keeping constantly in view the *high aim* of the Public School, and of making it eminently efficient for its great work in general education. This is of such paramount importance that it would be better that every High School throughout the country now existing in connection with a Union School should be forthwith closed than that the present generally low type of instruction should continue to prevail in the Public School Departments. Permit me to state more specifically the effects of Union upon the Public School.

(1.) *Pupils are prematurely drafted into the High School to the serious injury of the Public School.*

The best pupils are constantly withdrawn from the Public School to swell the numbers of the High School. The words “best pupils” may, perhaps, convey an erroneous idea ; the term is used only relatively ; it is not intended to mean that the drafted pupils are really well prepared—the Public School is not permitted to turn out *well prepared pupils* ; that is not its mission ; it exists only for the High School ; it is but the *vestibule*, where the pupils linger a moment on their passage to the true temple of science. Of course there is a programme of studies for the Public School, but it is not carried out—there is no attempt to carry it out. The Public School teachers are not permitted to teach the prescribed course—they are not permitted to carry their pupils well through *half* the prescribed course before they are called on to send them up for “matriculation” into the High School. Having acquired the merest smattering of the elementary sub-

jects, the pupils *swarm* from the Public School department which is thus prematurely robbed to augment the numbers in the High School. There is, therefore, little or nothing done in the way of giving even respectable Public School instruction; the Public School considered in reference to what it is designed to be and what it ought to be, does not exist. In fact its high aim is lost sight of and its grand design unhappily forgotten. With high aims come the activity and energy of vigorous life. But under the overshadowing influence of the High School, the Public School is comparatively unimportant; it has no longer a high purpose; it has been shorn of its power. Its work is of a very low order; its standard is reduced to a minimum—there is really little or nothing to teach. Of course, then, but little is done for the Public School and but little is expected from it—it is needless to say that the results exactly harmonize with the expectation. In short, degraded to the position of a mere appendage of the High School, without an independent existence and a high and inalienable purpose, it rarely exhibits the freedom and vigour of distinct life. All incentives to real efficiency are removed; the *eclat* attendant upon excellence is heard no more; there is nothing thorough, nothing advanced, nothing even respectable. The spirit of progress is quenched and buried without hope of resurrection, as are the lofty aims and aspirations that ensure perpetual vitality in those Schools which, possessing an independent life, have noble and distinctive ends in view, and an organization happily adapted to their accomplishment.

But, it may be said, granting that the character of the Public School is lowered, no great harm is done *for the pupils can complete their Public School education in the High School*. This cannot be admitted. Either the High School is what it claims to be, or it is not. *If it is*; then it cannot possibly do Public School work, or at least not nearly so well as its humbler rival. The High School is established for High School work, and the Public School for Public School work; if, therefore, one trenches on the ground of the other, the work special to each must be badly done. Owing to the laxity of entrance examinations, pupils have been permitted to enter the High School who were unable to get through the multiplication table, or parse an easy sentence, or read with intelligence a plain passage from an English author. Will any man say that a *High School* can possibly "supply the defects of such a Public School education?" It *may* do so; but only on the other alternative referred to, *that it is not what it claims to be*. And if it is *not*, what then? I will not go so far as to say that it is receiving money under false pretences; but I do say that it is receiving money justly belonging to Schools that are what they claim to be.

But will not a fair entrance examination enable the High School to make good the deficiencies of a low-type Public School instruction? No. In the first place, it may be remarked, no pupil ought to be obliged to go out of the Public School in order to complete his Public School education. He should not be compelled *volens volens* to enter the so-called High School. Is he to be allowed a "sound Common-School education" only on the condition that he takes a higher course—a course which he does not require, and which he attempts only at the *sacrifice of what he really needs*. But, in the second place, the deficiencies will not be made good. I repeat that the High School, *as a High School*, cannot efficiently do Public School work. Even when the Principal is a man of marked experience and ability, he must necessarily have, even with reasonable assistance, too much work in hand in the management of the united Schools. He cannot carry on, with the highest attainable success, two distinct systems. Devoted to his own special work in connection with the "higher English, Commercial and Classical branches" he must neglect the work more especially pertaining to the Public School; or faithful to the pressing necessities of the Public School work he cannot do full justice to the High School, which in fact becomes a sort of *hybrid* utterly incapable of discharging the proper functions of either class of schools.

(2) *Not only poor Public School work to be done, but poor Teachers employed to do it.*

(a) *The Public School, when independent, generally well equipped.*

When the Public School has a separate existence, it is generally provided with the requisite staff of qualified teachers; at all events the necessity of securing such a staff is

recognized and usually acted upon. Especially is it thought indispensable that the Principal should be a good scholar and a trained teacher, thoroughly accomplished in the most approved methods of organization, government and instruction. And with an experienced man at the head of the School, and a thoroughly well-managed senior division, well qualified assistants and well conducted subordinate divisions, are sure to follow. The influence of such a Principal is incalculable. He gives tone to the entire establishment ; his method of teaching and management is a type for all ; he leaves the impress of his power on every department in quickened life and energy ; the "First Division" is instinct with life and every other division down to the very lowest in the scale, shares in its vitalizing influences, and becomes itself a thing of life. In short the high aim of the Public School is kept in view ; it is considered to have a great work to do, and brave attempts are made to equip it for the work.

(b) *In Unions the Public School poorly equipped.*

IN THE FIRST PLACE : "*Good teachers are not NEEDED.*"—The Principal of the Public School is almost invariably a graduate of a University. And a University degree seems to be popularly considered a guarantee of sound scholarship and of a genius for School management. Varied attainments and matchless aptitude in teaching must, surely, be indicated by that high distinction. And hence it is argued that, with a master of rare qualifications for the High School Department, *the ability of the first teacher in the Public School and of the Assistants in general, is a matter of comparative, if not supreme, indifference.* The consequences are inevitable. There is really no advanced division of the Public School characterized by high efficiency, and sending out perpetually a life-giving power. The teacher of the High School department—the nominal manager of an unfortunate combination—is too frequently neither qualified by experience nor able from the circumstances of his position, to supply the place of the *LOST Public School Principal*. The mere stripling, possessing, it may be, certificates of hard-won honours from his *alma mater*, but utterly without experience in teaching, government, organization—without any professional knowledge whatever, is placed in charge of a complicated organization, to the successful management of which, great energy and special ability and ripe experience, are absolutely essential—as if professional skill had been drunk in with the supposed copious streams of Greek and Latin, or could be spontaneously called into being on the first emergency ! This is not the language of exaggeration. One of our ablest teachers, himself an advocate of Union Schools, and the Principal of one of the best of them, states that "Union Schools generally have failed because head masters have not understood Public School work and often not even High School organization." What follows? The Principal generally knows little or nothing of School organization—and the movements of the complex machinery which he undertakes to direct, are little better than "tumultuous discord" He knows but little of School management, and his cheap assistants for whose deficiencies he is supposed to compensate, know even less—mismanagement therefore reigns supreme. He is not a trained teacher and has but a vague idea of the best methods of instruction—and the most objectionable modes prevail in every department. And even when the Principal is a really able man, his own work as principal HIGH School teacher is a sufficient tax upon his powers—at least he cannot be expected, in addition, "to make good the deficiencies" of his incompetent subordinates.

IN THE SECOND PLACE : *Even where it is admitted that good teachers are needed, "they cannot be AFFORDED."*—It not unfrequently happens that the effort to establish and maintain a High School proves so completely *exhaustive* that comparatively little can be done for the humbler, but certainly not less important, institutions. The paramount duty of appointing the very best teachers that can be obtained to do the Public School work, is quietly ignored. The great expense of the High School Department is urged as a reason for the employment of *cheap*, and therefore *inferior* teachers in all the lower departments of the Union School. "The high salary paid to the principal teacher" (though often a greater amount is received from the High School fund) is held to enforce a rigid economy in the appointment of subordinate teachers. And thus not only are *incompetent* teachers engaged on the ground that "they can be hired on reasonable terms," but also the number employed is often far below the requirements of the School. It is not uncommon to find from seventy

to one hundred and twenty pupils in the primary department of a Union School, and a solitary young and inexperienced "teacher" making a hopeless attempt to do the work of two or three accomplished teachers. And in reply to all suggestions for the improvement of the Public Schools, comes the unanswerable argument "We pay a high salary to the High School Master; we cannot afford so many teachers in the lower departments—we must keep down the expenses." The expenses are kept down—so also are the Schools.

(c) *Poor work makes poor teachers.*

It has already been pointed out that as the work to be done in the Public Schools is of a very elementary kind, the appointment of good teachers is generally considered an unnecessary expense. "Anything will do for the primary departments," so that low work generally brings poor teachers. Not only so, *it tends to make teachers poor*. Even when good teachers are employed to do such work, they can hardly be expected to retain their excellence. The low grade of the work to be done, and the general indifference, if not contempt, with which it is regarded, tend to stifle all ambition. There is no incentive to labour for distinction, for there is no distinction to win. It is useless to talk of the high moral rectitude, the earnestness of purpose, and the martyr-like consecration to duty, which *ought* to give a lofty enthusiasm to even the worker in the humblest sphere. There are depressing influences too strong for human nature. To such influences the teacher, in the circumstances described, is exposed. Instead of comparatively high work—a work distinct and complete, and of lasting importance in popular estimation, in which there is room for the display of talent, industry and laudable ambition—there is before him only the dull and deadening routine of the most elementary work, with little or nothing to stir the pulses of intellectual life. It is not to be wondered at, therefore, that listlessness and indifference often take the place of earnestness and zeal; and that a very low type of instruction prevails in too many Union Schools.

II.

DEGRADATION OF THE HIGH SCHOOL.

(1.) *Proper Functions of the High School.*—The High School Act declares that in every High School provision shall be made for giving by a teacher or teachers of competent ability, instructions in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics, and also in the Latin, Greek, French and German languages, and mathematics, so far as to prepare students for University College, or any college affiliated to the University of Toronto. From this it is evident that the province of the High School is totally distinct from that of the Public School. The course of study in this higher institution is to be much more extensive, and its instruction of a higher order. It proposes to lay the foundation of a more liberal education; to furnish a thorough preparation for the Universities, and for a professional education, to all who might be in circumstances to avail themselves of the rich provision. The High School, therefore, if it is to be a High School in anything but in name, cannot be legitimately regarded as merely a department of the Public School. Nor is it to supersede the Public School, or to usurp its functions. Its work is essentially distinct; it exists and carries out its true design only on the condition that the *Public School does its own work, and does it well*. It is itself, if thoroughly furnished for the work of higher education which it undertakes, practically a graded School, having two or more grades or forms, but it is a graded *High School*. If, therefore, each class of School is true to its own appointed purposes, there can be no substantial reasons urged for a union between them. They may be united, but there is no union in the true sense of the word; there is only a combination of discordant elements, or at least of elements having no necessary connection. Hence, while in a well-graded Public School there is union with unity of design, in a Union School there is union without unity.

(2.) *Admission of unqualified Pupils: vain attempt to do both High and Public School work.*—The degradation of the Public School is, as has already been shown, a universal result of union; that of the High School follows with almost equal certainty. Its individuality is lost, and its proper functions suspended. It is not an independent, living organism,

in every part of which are felt the pulses of a vigorous life ; it is rather the powerless head of a system smitten with paralysis. The High School Department soon comes to be regarded as merely a division of the Public School, the highest nominally, though in reality but little in advance of the others. In fact, the Union School is but a poorly graded Public School. It undertakes two important objects, neither of which it accomplishes with even moderate success. Its entire staff of teachers is insufficient to do the work required by the Public School ; yet it proposes to give thorough instruction in all the higher branches of a good English, Classical and Commercial education. In any graded School the efficiency of the highest division depends upon that of the subordinate divisions ; if the work of the latter is badly done, that of the former cannot but be defective. It is evident, therefore, that in a badly graded and poorly equipped Public School in which, however, the whole power employed is devoted to the proper work of such a School, the senior division itself must necessarily be very inefficient. What then must be the character of the High School in a poorly graded Union School, which undertakes, in addition to the work properly pertaining to a Public School, the more extensive course prescribed for the higher order of Schools ? Vast numbers of ill-prepared pupils are drafted into the High School for the double purpose of relieving the lower Schools of their superabundant "population," and increasing the Government grant to the High School. These require honest instruction in the rudiments of the Public School course. For months, perhaps years, to come, the Public School would be their proper *home*, but they are in a High School ; High School work must be done, or rather attempted ; and accordingly they are hurried, contrary to the interests of sound education—to say nothing of humanity—into subjects which they cannot comprehend, and for which their previous want of training, renders them totally unfit. The consequences may, perhaps, be imagined, but cannot be described. The High School is incapable of the work for which it draws a liberal allowance from the Public Treasury ; it is not true to the pledges on which alone it was established ; it has trenched upon the Public School domain ; it has descended to do the rudimentary work of the Primary School ; and even in *this* it falls far below the humbler School whose functions it has usurped, and whose proper business it is to do such work. For how can the over-burdened master perform all the work required at his hands ? I say nothing of the tax upon his time and energy imposed by his supervision of the Public School. How can he do the elementary work required by the *many* and the advanced work required by the *few* ? The *many* require sound instruction and thorough drilling in all the subjects of the Public School programme, for it must not be forgotten that, even if the standard fixed for the admission of pupils is strictly adhered to, there is the important work of the three highest classes of the Public School to be done. The Union School, therefore, undertakes too much ; it attempts more than can possibly be accomplished ; it *promises* High School work ; it *ought* to do, considering the materials it has to work upon, only elementary, or at most advanced, Public School work. But it is "paid" to be a High School, and it cannot confine its teaching to Public School work alone. On the other hand, it is utterly unable to satisfy the requirements of a *bona fide* High School, and is reduced to the miserable necessity of "keeping up appearances," in spite of which it remains "the baseless fabric of a vision."

III.

TENDENCY TO MULTIPLY POOR SCHOOLS.

Moreover, under the operation of the clause of the School Law which permits the formation of Union Schools, *High Schools are established in localities where there is no possibility of their being required to do bona fide High School work* ; and not a few moribund schools escape extinction, though they richly deserve to die. There can be no doubt that the low-grade High Schools which have had a local habitation in places unblesed by the presence of a decent Public School, would long ago have perished, had not the saving clause referred to been interposed to perpetuate their unhappy existence. And it is beyond all dispute that, under the influence of the same creative clause, "High Schools" have been established in villages which have not made due provision for the wants of their Public Schools, and which are, in fact, violating the Public School law through an inability or an unwillingness to provide the requisite number of teachers to do

the Public School work. A certain town or village, for example, has a "Graded School;" it is not a superior Public School; it may have upwards of a hundred pupils in its primary department; *every* department may be overcrowded; its staff of teachers may be, both in number and efficiency, far below its requirements; but still it is a graded School; it has a "senior" division; this can *easily* be converted into a High School; other and less pretentious places have a High School; it *pays* to have a High School, and a "High School" is established, while the commanding duty of maintaining a high-class Public School is totally ignored. More than one School, too, which from various causes, was on the point of closing, has been enabled to baffle fate by uniting with the Public School, professedly for the sake of systematic gradation, but really for purposes of "economy"—the High School grant not being needed for really higher work for which, as time has fully shown, there is no need and no demand, "*must not be lost to the municipality*;" it must be secured for the Public School. It is unnecessary to say that as part of the Public School the High School is even less efficient than before, unless, indeed, efficiency depends exclusively on numbers.

IV.

INJUSTICE DONE TO REALLY GOOD SCHOOLS.

It must not be forgotten that these low grade Union Schools take rank as High Schools at the expense of institutions that are really doing excellent High School work. It is not to the most excellent High Schools that the largest apportionments are made; it is to the large Union Schools, whose Classical department is indeed magnificent if judged by its numbers, but may be considered almost despicable if judged by the quality of its work. To cite an example:—One of the Union Schools, seizing a favourable opportunity for enlarging the borders of its Classical department, which had been reduced to a very low state as to both number and proficiency of its pupils, incorporated with the expiring High School several divisions of the Public School *en masse*—admitting at the entrance examination nearly a *quarter of a thousand* pupils. There was no increase in the number of teachers; there was no additional expense incurred in procuring a higher class of teachers; the divisions had been under Public School teachers, and under Public School teachers they remained. It is doing very little High School work, as may be gathered from the report, from which follows a quotation:—

"The number of fair scholars as compared with the entire number of pupils enrolled is very small; the divisions of the Union School are conducted as before incorporation with the High School; all Common School teachers except the Principal and *one assistant*; Masters complain that there is no possibility of turning out advanced scholars, because the pupils leave School as soon as they can get anything to do. *Latin*—one in Cicero did fairly; three in *Virgil*—not well up in Grammar—failed to conjugate *Venio*; six in junior Latin class, did badly. *CLASSICS* very low. *English analysis and parsing* not well done even by the best in the School; *like* (in the sentence "And first one universal shriek there rose, like a crash, &c.") parsed as an adjective qualifying crash, &c. The highest class did fairly in correction of False Syntax." Let it be understood that I do not blame the teachers for this poor exhibition of High School results. The Principal is a good Classic, and, doubtless, all his assistants are qualified for their respective positions. But the stubborn fact remains, that the institution is doing but little High School work. Yet it claims to be a High School; and it receives from the High School Fund this year, for the special purpose of doing the work of a High School, no less than *three thousand dollars*—a sum not equalled by any of the grants made to the best High Schools or Collegiate Institutes in the Province. In fact, the municipality in which the School in question is situated is drawing large amounts from the High School Fund *to do the Public School work, for which it formerly had to provide by local taxation*. Many examples of a similar character might be easily cited. It is obvious, therefore, that these Union Schools exist at the expense of the really efficient High Schools, and that the latter suffer a serious injustice under the present operation of the law regarding Union Schools. There are a few Schools nominally non-Union Schools, whose apportionment from the Fund is largely in excess of what it really merits; but this is due to certain transient causes. The results under consideration are, I believe, a *necessary* consequence of Union.

It is only fair to admit that some of the Union Schools are doing very respectable work ; but their excellence, far from being a consequence of Union, has been achieved in spite of it. The Masters who have brought about this result are generally men of energy and ability, and thoroughly accomplished in all that pertains to the successful management of graded Schools ; and their efforts have, in every case, been wisely and liberally encouraged and sustained by the School Boards who had been so fortunate as to secure their services. But whatever degree of success may have attended such exceptionally favoured Schools, their success, under equally favourable circumstances, would have been far greater as independent High Schools.

I know it is said by some, whose opinions are entitled to respect, that these general defects and universal tendencies of Union Schools are no necessary part of the SYSTEM—that they are accidents due to causes which it is only necessary to eliminate to secure its complete success. “ You have only to satisfy certain conditions, and the success of Union Schools will be beyond question.” But can these conditions be satisfied ? Have the tendencies which have been so frequently pointed out as universally characteristic of Union Schools no *necessary connection* with the *system*, and are all arguments against it merely of the character *post hoc ergo propter hoc* ? “ It is only necessary to satisfy certain conditions.”

Exactly so. If the Principal of the Union School is thoroughly accomplished in the work of both High and *Public* Schools ; *if* he is provided with an able staff of High School assistants, sufficiently numerous to afford him the time necessary for the thorough supervision of the Public School ; *if* the head of the highest division of the Public School knows his work, and does it well, and all the other departments are in charge of teachers equally competent for their respective positions : *if* there is a sufficient number of these to ensure the thorough grading of the School, so that *all the work of a high-class Public School course is efficiently carried on* ; *if* only those pupils are drafted into the High School who are in every respect qualified, and who honestly desire and need a High School course ; *if* the wise and far-reaching policy of its able head is heartily and liberally sustained and encouraged by the BOARD OF TRUSTEES ; *if* the *admitted tendencies* of Union can by some, I know not what, means be arrested—then, doubtless, Union Schools will be successful, and the entire system will stand beyond reproach. But for the reasons already advanced, among many others which might be urged, I hold the opinion that it would be immeasurably better *to make the two classes of Schools entirely distinct*. Existing Unions need not be rudely severed. Give a reasonable time to enable them to prepare for the change, and, meantime, let no more Union Schools be established. I am persuaded that such a course will be incomparably the best for the educational interests of the country.

I have the honour to be,

SIR,

Your obedient Servant,

(Signed,) J. A. McLELLAN.

To the Reverend E. Ryerson, D.D., LL.D.,
Chief Superintendent of Education for Ontario,
Toronto.

APPENDIX B.

EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE COUNTIES, &C., FOR THE YEAR 1872.

COUNTY OF GLENGARRY.

A. W. Ross, Esq.—During the past year not as many School-houses were erected as I expected would have been, and the reason for this is the tardiness of Trustees in performing their duties in this respect, but a number of Houses are under contract. I have endeavoured to enforce upon Trustees the necessity of good accommodation for the pupils.

The new buildings all exceed the requirements of the Law, and some of them will be a credit to the various Sections.

Nearly all the Schools are now supplied with a fair set of Maps. When the new Act came into force scarcely one-fourth had maps fit to be used. Many Sections are supplied with Tablet Lessons, while many more are sending for these and Object Lessons; but as yet they are almost useless for many of the Teachers do not know how to use them properly. Teachers in general are using their Blackboards to advantage and keep them no longer as simple ornaments. Very few Schools have any Globes as yet, but before the end of the present year we expect to have them generally introduced. Some of the Sections have enlarged their School premises and many more should follow their example, as few have a good playground, and the majority of Sections have none whatever. Very few wells were sunk during the year 1872, but in many cases the Trustees attended to the erection of water closets.

The rote system of teaching has been given up to a great extent and consequently a better system is being adopted, still there is great room for improvement. It is almost impossible for the Teachers to give up at once a system in which they were trained themselves, and in which they have for years trained others. Yet many have made rapid progress and are largely aided by the Teachers' Association established during the year.

I paid special attention to Reading, Spelling, Arithmetic and Geography, on my visits to the Schools, and in these subjects the pupils have made remarkable progress, especially in Reading. I can safely say that the pupils are now *taught* in these branches. A few of the Teachers succeed in teaching Grammar, but nearly all of them are afraid to attempt Object Lessons, Mental Arithmetic, and the new system of teaching the First Book. Only three Teachers in the County ever attended a Normal School. The erection of such a School in Ottawa will be a great boon to the Teachers in this part of the country, for I am certain that many of them will take advantage of the superior professional training afforded so much nearer home than at present.

In examining the Schools I took a low standard in order to compare the different Schools by the efficiency displayed in the various classes. In the Township of Kenyon there were 5 over the average out of 18 Schools; in Lochiel there were 4 out of 19; in Lancaster there were 6 out of 17; and in Charlottenburgh there were 6 out of 20 Schools.

The salaries were altogether too low for able and efficient men to continue in the profession, but during the past year salaries advanced 20 per cent. and are still advancing. At present some of the female Teachers are in receipt of very fair salaries, for in some Sections Trustees are determined to engage none but good Teachers if possible, and are becoming liberal. The Regulations in connection with the New School Act have been of great service to the profession by bringing the best Teachers to the surface. While some parents grumble at being obliged to pay more School taxes than formerly, yet they acknowledge that a change was sadly needed. Parents as well as Teachers are generally quite satisfied with the New Act and Regulations.

The Programme of Studies laid down by the Council of Public Instruction is now carried out in the majority of the Schools, and has been of immense service in the more efficient work of the Schools. When it came in force over one-fourth of the pupils in this County were reading in the Fifth Book, while now there is only one in thirty. In some Schools I did not turn the pupils back though not up to the Programme, and I now find that in general they have not made as much progress as those have which were properly classified. The pupils in the Second Book are better in reading than those in the Fifth Book were when the New Regulations came into force, and in some cases are even better in Arithmetic. All good Teachers acknowledge that the Programme is of great assistance besides being a protection to them.

There are only two Libraries in the County. The *Journal of Education* is generally received, but too often not read even by Trustees and Teachers. The unequal division of School Sections retards the progress of fully one-third of the Schools, for those living in small Sections have much more taxes to pay, and have invariably poorer Teachers than their more favoured neighbours residing in the larger sections. Local jealousies and ill feeling among neighbours keep some of the Schools from doing their legitimate work. Another evil existing at present is the method of engaging Teachers. Too many of them secure their positions in some of the best Schools, not through their fitness for the work,

but solely through their relationship to one of the Trustees or some leading man in the Section.

As long as we have the present system of School Sections and Trustees our Schools will advance but slowly in comparison with what they might do under a better system.

The remedy for these evils and many others is—I am firmly convinced—to be found in the establishment of Township Boards of Trustees. The people in this County are in favour of such a change.

Visitors' Books are seldom found in the Schools and in fact are hardly ever needed, as both parents and Trustees seem very negligent in visiting the Schools. Even when the Examinations are held only a few persons at the most are present, and Teachers say that they often wait in vain for even *one* parent in order to begin the exercises. Too many are satisfied with miserable School-houses and cheap Teachers.

Very few are desirous of the office of Trustee, but must take their turn, and the result is that they are negligent of their duties and many of them are unable to sign their own names. Their accounts are improperly kept; the minutes of meetings held are often not recorded; and in some sections Trustees hold no meetings for eight or ten months at a time. There were not six Annual Reports sent to me perfectly correct the first time.

During the year 1872, I started a Teachers' Association which has held three meetings and has done some good. In connection with it we established a Teacher's Library containing at present 90 volumes, and expect before long to have it enlarged.

The meetings of the Association have started an "esprit de corps" among the best Teachers besides a determination to improve. At the end of the year (1872) we held competitive examinations in each of the Townships for the best pupils in each class in the different Schools. At these \$120 worth of prizes were distributed. They have been productive of much good. If the Councils grant the requisite amount of money we will hold the examinations yearly.

We have had 5,000 printed reports for parents struck off and will introduce them into many of the Schools at once.

COUNTY OF STORMONT.

Alexander McNaughton, Esq.—During the past year the Public School Improvement Act of 1871 has been upon its trial, and the verdict of the country in regard to its operations has been pronounced. It is gratifying to observe that the outcry raised against its enactments by certain parties in the community has entirely subsided.

The apprehended ruin and misery which were to overwhelm helpless ratepayers are found to have been mere phantoms of the imagination. Some of those who were the loudest in condemning the law are now its strongest supporters, and are even urgent in recommending that its requirements be stringently enforced. The people generally are satisfied with the regulations, and cheerfully co-operate with the School authorities in promoting the necessary improvements.

Condition of the Schools.—The Programme and Limit Table have established a standard by which Teachers are to be guided in the promotion of their pupils into more advanced classes; but the generality of the Schools in this County have not yet been brought into conformity with the Programme. The wide gulf which separated the former mode of classification in most of the Schools from the model now set up for their imitation, could not be bridged over in the short space of time which has elapsed since the application of the new regulations.

My efforts have been chiefly directed towards bringing the Schools into harmony with the Programme and Limit Table so far as the branches previously taught in the Schools were concerned, without insisting on the introduction of the other studies of the Public School course, until the former object has been attained.

Supply of Teachers.—The supply of licensed Teachers is nearly equal to the demand, and would be quite so if the inducements offered by the profession were sufficiently strong to cause a greater number of young men to devote their time and talents to the work as a permanent occupation. The Teachers have generally prepared themselves for the examinations with alacrity; but the acquisition of a certain amount of knowledge of the primary branches of instruction does not insure to its possessors the tact and judgment

necessary to enable them to manage Schools with efficiency, or to impart instruction successfully.

Four-fifths of the Teachers of this County are females. These never consider teaching as the business of their lives, but only devote to it a few years before settling in life. Some of them, however, are superior teachers, and for the training of young children are admirably adapted; but the indiscriminate employment of female Teachers has an injurious effect upon the Schools, and tends to deter young men of talent and ambition, who would devote their time and energies to the profession, from engaging in the work.

One of the greatest hindrances to the efficient administration of the School Law and regulations is the want of experience and preparatory training on the part of most of the Teachers. Many of them have never consulted the opinions, or profited by the experience of authors who have published works on the art of managing and teaching Schools, but depend entirely upon their own unaided skill and judgment, or endeavour to follow the system practised by the Teachers whose Schools they had previously attended.

The Teacher's office.—The greatest defect in our present system of Public School education is the want of stability and permanence in the office of the Teacher. Almost every other occupation offers greater inducements to energetic and aspiring young men. Any changes hereafter made in the School Law ought to be directed towards the removal of this anomaly. Any young man who intends to follow teaching as the business of his life should not be satisfied with holding a third-class certificate, any longer than the time requisite to qualify him to compete for a Provincial certificate. It is after he has obtained the latter distinction that his labours become most valuable, and that the loss of his services to the community becomes correspondingly greater, if he abandons the profession. It is at this critical period that the law ought to offer him such remuneration as will secure his future services to the profession.

Remedy suggested.—Every male Teacher holding a Provincial certificate should receive from the Government a sum of not less than one hundred dollars per annum, besides the salary secured to him by his agreement with the Trustees. This allowance should continue to be paid to him as long as he continues to teach with efficiency a Public School in this Province, and bears a good moral character.

Female Teachers of the same grade should receive half the amount from the same source.

Irregular attendance.—The irregular attendance of the pupils at the Schools is not only a great hindrance to the progress of the pupils immediately concerned, but also interferes with the proper management and discipline of the Schools, and is a subject of general complaint on the part of the Teachers. I believe that this evil is increasing rather than diminishing in this County. The difficulty of obtaining hired labour, and the high rate of wages which it commands, have both increased greatly of late. This has tempted many farmers to avail themselves of the assistance of their sons and daughters at an age when they ought to be attending School, to which they are only sent irregularly in the intervals between the busy seasons.

School Sections.—A fruitful source of contention is afforded by the question of School Section boundaries. There is an instance in this County of the awkward working of the School Section system. Some of the pupils belonging to S. S. No. 13, Roxborough, on their way to School, pass by the School-house of S. S. No. 10, and have to travel a mile farther in order to reach their own School. By detaching the families concerned from S. S. No. 13 and annexing them to S. S. No. 10, the former section would be unduly weakened, as there is no other territory that could be substituted for it without subjecting its inhabitants to equal hardships.

The formation of a Township Board of Trustees would instantly and completely remedy this anomalous state of affairs.

Apportionment of School Funds.—If the Township Board system is not generally introduced, I think that a different mode of dividing the School Funds might be advantageously adopted. Under the present system the large and wealthy Sections receive the lion's share of these funds; while the weak and poor Sections which are struggling for existence receive a mere pittance. I consider that a more judicious and equitable mode of apportioning these funds would be, to give to each School say twenty dollars each half

year, and divide the remainder among all the Schools of the Township, in proportion to their attendance, as at present. This would secure to each School something more than twenty dollars each half year. Conditions should be attached, so as to secure that each School be kept open a certain length of time by a competent Teacher.

School accommodations.—The progress made in building new School-houses has not been as great as I had reason to expect. The great rise in the price of materials, and in the wages of workmen, have deterred some Sections from proceeding with the required improvements this year. In the course of the ensuing year I expect to see a larger number of new School-houses erected, and several others enclosed and provided with suitable out-houses and wells.

A few of the old dilapidated School-houses have given place to new buildings of more prepossessing appearance, combining comfort and adaptation to the purpose for which they were intended, with a decent exterior.

Many Sections, already possessing comfortable School-houses, were entirely destitute of maps and apparatus, and these are gradually furnishing their Schools with these requisites. Many of these Sections also had no play-grounds, and they are generally taking steps to remedy this defect where practicable.

There are other Sections which are not prepared to proceed with the requisite improvements on account of contemplated changes in their boundaries. It is not considered prudent to select and purchase new School-sites, and expend money in building, until the boundaries of the Sections shall have been definitely settled.

A few years will be required to bring all the School-houses into conformity with the requirements of the regulations.

COUNTY OF DUNDAS.

Rev. W. Ferguson, A.M.—In presenting my Annual Report of the condition of the Public Schools, in the County of Dundas, during the year 1872, I must express my satisfaction with the growing anxiety of Trustees and people, to meet the requirements of the School Law, neither must I forget the advancing progress of Teachers, both as to amount of knowledge possessed and the capability of imparting that knowledge to their pupils.

It is felt alike by Trustees and Teachers, that the age of sham and imposture in teaching, has gone by: that the reality of honest teaching is more easily maintained, more surely advanced and more satisfactorily enjoyed, than when all the endeavour was to put a fair face on every failure, to rush the innocents from one book to another, and study meant to repeat the one lesson again, until I have discovered that it could be recited as fluently and *in-accurately* without the book, as with it. The slothful, careless and ignorant Teacher knew that his term expired with the year, and his only dread was lest some other would underbid him. He had only then to accommodate his presumed value to the propositions of Trustees whose chief and principal desire was to obtain what they often did, in every varied sense of the adjective, a CHEAP Teacher, and he was sure, within the bounds of a day's travelling, to find some vacant School, to waste for another year the time and means of parents, and for the same space, to benumb the faculties, weary the thinking and harden the perceptive powers of the children.

I have had to complain that many Trustees were altogether unprepared for a change in regard to the mode of procuring Teachers. That they allowed weeks and months to elapse, waiting for a peripatetic Teacher to present himself as before, and waiting and wondering in vain. They have found that they must now procure Teachers and must exert themselves to accomplish this purpose, not hesitating any longer to give wages far more liberal and more in accordance with the value of the labour supplied, than was their wont in the days of dull routine.

I would I could say that there was not one School Section in this County, in which a miserable economy did not prevail. Yet I can truthfully aver that such Sections are few in number, and I trust that in a year or two, the advantages of the enlarged limits of study, the superior acquirements of Teachers, and their better capabilities of communicating instruction will win from *all*, as they have already won from the *majority* of the people, their hearty co-operation and a school expenditure at once liberal and wise.

Resuming the arrangement adopted in my last year's communication ; I first speak in regard to the

New School Act.—The various rumours about changes in the School Law and the published propositions for presumed ameliorations, have had a very disquieting and therefore a pernicious effect on the minds of many. They resisted recommendations to rebuild their School-houses, to enlarge the play-grounds and to acquire proper School furnishings, on the plea, that a School Law might be enacted which would overturn all that they had done, and render all their pecuniary sacrifices, valueless. It is most certainly doing injustice to an Act which has only yet begun to be carried out in its full vigour, and the benefits and blessings of which are only yet begun to be felt :—to agitate the public mind about *alterations* which might not be *improvements*, and changes which promised results too flattering to be real and too distant ever to be grasped. If, in some minor points alterations might be deemed necessary, it would be well if the nature of these alterations was published, so that none might entertain the idea that it might be possible that we should revert to the old and effete system.

In regard to the examination of Teachers.—

At the midsummer examination, thirty-nine candidates presented themselves for trial. Of these, six aspired to second and thirty-three sought third-class certificates. All of these six candidates for second-class certificates made a most creditable appearance. Two (ladies) who had not been aware of all the branches on which they were to be examined, and who do not feel themselves competent to undergo the appointed trial in Algebra and Geometry, accepted at the time third-class certificates ; and I have no doubt that when they next present themselves before the Board, they will be successful in rising to the desired eminence. The performance of the male candidates was most gratifying. The papers of one were all but perfect in every branch and gave promise of a high future to one whose merit is only endangered by his modesty, and whose reputation reaching to where he himself had never been, procured for him unsolicited on his part, the appointment of assistant teacher in the High School of Kingston.

The general appearance of the third class candidates indicated symptoms of improvement. There were 35 candidates for this grade ; twenty-five of whom were found entitled to the certificate which they sought.

At the December examination, only twenty presented themselves for examination, although several more had intimated their intention of appearing as candidates and had forwarded the necessary certificates.

There were no second-class candidates on this occasion, sixteen were successful in having certificates awarded to them and four were rejected as incompetent. In fact, the Examiners had very little difficulty in regard to their decision. The highest number of marks made by the rejected were one hundred below the lowest marks of the successful candidates. Yet such an answer as this—“ *The Alabama flows into Hudson's Bay in the North of Ireland* ”—would not in former times, have been held as militating, against a candidate's chance of success, when candidates were *always successful, whether they knew anything or nothing*.

The falling off in the number of candidates is accounted for, by the growing conviction on the part of aspirants, *that none can now successfully pass the examination but those who are fully up to the settled standard ; that now, there can be no possible evasion of duty on the part of the Examiners, and no possible contingencies so favouring the examined that under the shelter of one or other of these hazards, an ill-prepared candidate might shuffle into a certificate.*

An honest desire to be fully prepared to meet the requirements of the new standard, has sent many of those who were desirous of continuing in the profession of teaching, to the High Schools in the County, and retained in these and other seminaries of learning those who are preparing for the next examination.

Vacant Schools.—From the small number of candidates at the December examination, I was very much afraid of a deficiency of Teachers. Yet by the resumption of teaching by some who held unexpired first-class certificates and who had gone for a time, into other and less congenial avocations, the year closed with the gratifying assurance that every School in the County of Dundas had been open for a longer or shorter period of the year.

I feel bound to strive that all the Schools in the County shall be in full operation the whole year ; and it would be well, if the Council of Public Instruction were to issue an order to this effect, or announce the possibility of such an order being issued.

We must look forwards and be prepared for another season of pressure upon our limited resources, when those who have obtained third-class certificates, at the expiry of their third year, must present themselves as candidates for the second-class certificates or abandon the profession.

With all deference, I would beg to suggest that the Council of Public Instruction, in announcing the next public examination of Teachers, should announce that they had resolved to prolong the duration of those third-class certificates which were granted in the first year of the new School Act, *to four instead of three years, and the three years' duration would most surely apply to all succeeding third-class certificates.*

I am happy to be able to state that there has been a general advance in the rate of salary given to both male and female Teachers. This was often conceded cheerfully, and I fancied that a larger salary was given in some few cases than they could have well afforded, if they had not been very desirous to afford their children every advantage which a prepared and skilful teacher could confer.

School Sections.—In some of the townships dissatisfaction prevails about their School Sections. In one township there is a Section nearly five miles in length by two and a half in breadth. It had been formed by the absorption of a small but very compact Section, and containing, in itself, more than fifty children of School age. Now, many of these children, from tender years and distance, can only attend the School but a very short period of the year. I question if Township Councils are the proper parties to be entrusted with the power of altering and defining School Sections.

In connection with this, I may be permitted to express my opinion about *Union School Sections*. I struggle ever to attain the utmost accuracy in my Annual Report, yet, after all, I can only regard it as an approximation to the truth. I may have the exact number of pupils from each part of the Union, and the amount of money collected from each division, but there accuracy begins and ends. I have never found, in the General Register, the class position of the pupils from the different parts of the Union, neither could I expect it, without entailing on the Teacher an amount of labour without corresponding advantage. I have, however, secured this, that no pupil has been counted twice, and that the Annual Report does in no case err in excess.

Financial Statements.—I still have to complain that the annual Financial Statements cost me more painful labour than any other part of my work. I have received an annual report with the finance columns a complete blank. The addition has not unfrequently been erroneous, the receipts and expenditure, with no balance, or a false balance, and if the School is then destitute of a Teacher, the class and literary columns a dreary blank.

I have thought that as the change of Teachers generally takes place at the beginning of the new year, the literary, or purely scholastic year might reach from July to July, and thus the class returns might be more accurately prepared by the Teacher in possession than they could be by a Teacher who had no great sympathy with his predecessor, and had no very pressing inducements to accuracy. The financial statements ought to be made to correspond with the year which has terminated, which they do not in one case out of twenty.

School Books.—I am happy to say that in every School in this County the *authorized books alone are used*. Teachers are becoming more familiar with their contents and the mode of using them.

The change from dull repetition to the understanding and comprehension of *every word, of every lesson, of every rule and formula*, is slowly but surely going on, and its advantages are already understood and valued.

This year will witness a very large addition to the number of new School-houses. Last year the Trustees acquired, and sometimes at large cost, the ground needful by the law ; and this year they proceed to erect their School-houses. I have recommended, but not often successfully, that they should acquire all the School furnishings and apparatus at once ; but an unwillingness to lay too heavy a burden on their Section impels them to carry out the details of improvement more slowly than I could wish.

I have now adverted to every subject which might legitimately claim my notice, and have only to add, that comparing the Educational Reports which I have received from Britain, and from several States of the adjoining country, I can truly say that the Dominion of Canada has already attained a position of distinguished eminence in its educational institutions; and if no jarring element breaks up our system, I am persuaded we shall rise still higher and higher.

We might yet have teachers of music, drawing and calisthenics, specially attached to every township, and circulating round through three Sections, every three months; thus laying the foundations of these branches in twelve School Sections every year, and passing through the whole township in an average of two years.

I am happy to add, in conclusion, that the moral standing of our Teachers is high, and that not the slightest whisper of complaint has reached me.

COUNTY OF PRESCOTT.

Thos. O. Steele, Esq.—You will see by the Report that the Schools are generally backward in this part of Ontario. There are, however, a few very good Schools, and, I am happy to say, that there are good prospects of an increase in their number.

In most of the Schools, I found the pupils proportionably too far advanced in their reading books, and it will therefore take some time to bring them fully up to the Programme in the other branches. I am very well satisfied with the Programme, and try, so far as practicable, to have it closely followed; but, in most of the Schools, the pupils are so deficient in the more essential branches, that I have not urged the introduction of the Natural Sciences.

In addition to the departments marked in "Blank Report," I have examined the pupils in the definitions of the words in their various lessons (as I consider this to be a matter of great importance), and I also questioned them on the subject of their "Reading Lessons." The results of these examinations you will find inserted in my "Report." I am sorry to say that I found the pupils, in the greater number of Schools, very deficient in the definitions, and, as a natural consequence, also in the subjects of the lessons; but I am stirring up the Teachers to their duties in these particulars, and the good results are already visible.

A great many of the Sections in these Counties are comparatively small and poor; but this state of things cannot well be remedied, as the population is very much mixed, settlements of English being intermixed with others of French throughout the Counties of Prescott and Russell, and, in many cases, preventing a proper adjustment of the School Sections.

Female Teachers are mostly employed, many of them of inferior qualifications; but under the new Law, I trust, this will be speedily remedied.

Although I have repeatedly called the attention of Trustees and parents to the compulsory clause of the School Law of 1871, I fear that examples will have to be made in some Sections before it is fully carried out.

There have been a number of new School-houses built during the year, and others have been repaired.

New maps and black-boards have been supplied in a good many instances, although I regret to say that a number of the Schools are yet without maps; but I am pushing the matter of supply.

The salaries of Teachers are rapidly increasing, and thus a strong inducement is held out to make better preparation for the profession.

Teachers will be rather scarce during the first half of this year, and I fear some of the Schools will have to be closed for a time; but I think the supply will soon equal the demand, as there are a large number preparing.

Of course, under the circumstances, I think it will be necessary to deviate, in some instances, from the strict letter of the law.

I fully believe that the new School Law, if properly administered, will cause a thorough regeneration in School matters, and in a short time materially raise the standard of scholastic education, as well as make it more general.

Of course, much—very much—depends upon the Inspectors; but if the right men

are chosen—men who will faithfully discharge their duties—the result is not doubtful. But if clergymen, doctors, or other professional men (as has been the case in some instances) are chosen, who make the office a sinecure, or, at best, a subsidiary one, the fair blossom will be nipped in the “bud.”

The very low remuneration of Inspectors will have a tendency to throw the Inspectorships into the hands of professional men, as the salaries now paid are, with few exceptions, not sufficient to warrant any man who has the *intellectual, moral and physical* qualifications to make a really good Inspector, to spend the best years of his life in that calling (unless he be in independent circumstances already), because he could easily make more in many other of the pursuits of life, and unless he chooses to sacrifice pecuniary advantages for the benefit of his country, must, of necessity, either blend the Inspectorship with some other profession, or leave the field altogether. The consequence will be, that the best men will, in a short time, be lost to the profession.

There should be a minimum salary of at least one thousand dollars per annum, besides travelling expenses, which should not be less than two hundred dollars per annum, and which the County Council should be COMPELLED to pay. This would enable a man to lay by something for the future, when age will have compelled him to give up the profession. I trust the matter will be pressed upon the Legislature during the present session, with that energy which the necessity and justice of the cause demands.

If you offer a sufficient inducement, you can get the right men into the profession, and insist upon them giving the whole of their time and energies to the work—examining the Schools, more or less frequently, according to the number under their charge; but unless this is done, the chief element of success in the new School Law will be completely neutralized.

I am happy to say that fair progress has been made in educational matters in some Townships, while in others not so much has been accomplished. However, although much remains to be done, there is on the whole good reason to be encouraged. A partial failure in the crops, high wages of labourers, and the low prices of farm and dairy produce, have combined to produce a feeling of “financial depression” throughout the rural sections of this County, which operates against the immediate construction of School-houses, and the providing of other necessary School accommodation, but I trust that this drawback will be only temporary.

School-houses.—Four new School-houses have been built during the past year, namely, one in Hawkesbury Village, intended to accommodate both the High and Public Schools—a very fine brick structure costing \$7,500—three in the Township of Longueuil—one brick, the others wood. Three School-houses have been thoroughly renovated—two in Caledonia and one in Longueuil.

Maps, &c.—Four Schools have provided themselves with maps during the year, but I am sorry to say that thirty Schools report no maps, namely, one in Longueuil, two in W. Hawkesbury, four in Caledonia, seven in Alfred, and sixteen in E. Hawkesbury. I should have pressed the matter of supply more strongly during the past year, but for the difficulty of procuring the map of the Dominion, as I would like to have that map in every School, if possible. I hope to be able to report a large decrease in the number of Schools without maps in my next report. Prizes have been given in a few Schools with good results.

Attendance, &c.—The average for the year is not in excess of that of '71 on account of five out of the nine Schools in the Township of Alfred being closed during the first half year, but I anticipate improvement in this respect, as I am endeavouring to have the law in reference to compulsory attendance more strictly enforced than it has been. Forty-three Schools were in operation from seven to twelve months—eleven less than seven months. Average time kept open, nine months. Three Schools were closed during the whole year—two of the latter were in new sections in which the Trustee Corporation could not get the School-houses built in time to open the Schools before the end of the year. The other case was somewhat similar, the Trustees expected to have the new School-house ready for opening after the summer vacation, but did not realize their anticipations.

Expenditure.—East Hawkesbury, \$3,106 11; West Hawkesbury, \$1,566 16; Corporation of H. Village, \$2,000; Longueuil, \$2,160 81; Caledonia, \$889 13; and Alfred, \$840 18.—Total, \$10,562 39.

Teachers' Certificates, Salaries, &c.—Normal School, 1; 3rd New County Board, 20; Old County Board, 1st class 7, 2nd class 8, 3rd class 1; Special (or interim) certs., 20. Total number of male Teachers, 5; females, 52. Highest salary paid male Teacher, \$450; female Teacher, \$250, (C. H. V.) Lowest salary paid male teacher, \$190; female Teacher, \$84. Average male, \$260; average female, 139—in all cases “without board.”

Size of Sections, &c.—I think that many of the Sections are too small, and a union of two or more into one would in many cases be a great advantage. I trust in this matter that Inspectors will soon be placed on such a footing, that the diminishing of the number of Sections by unions and rearrangements, will not conflict with their pecuniary interests, as I consider that, so far as possible, the interests of the Inspectors and the community in general, should be mutual. I find a rapidly growing interest in School matters, and an increasing willingness to engage better Teachers, and pay higher salaries. The new law is already yielding the “first fruits” of what promises to be an abundant harvest. And all that is requisite to secure the highest results is for all the friends of education, in every situation in life, to join shoulder to shoulder to push forward the good cause. Inspectors have important and arduous duties to perform, and I trust that County and Township Councils, Trustee Corporations, the press, and last *but not least*, their more immediate co-labourers, (I mean High and Public School Teachers), will all combine to hold up their hands, and render them all the assistance possible in their efforts for the intellectual elevation of the rising generation.

COUNTY OF RENFREW.

Rev. E. H. Jenkyns, M. A.—Including the various departments of Incorporated Village Schools and the Roman Catholic Separate Schools, there were 118 Schools in operation during the past year—showing an increase of 6 Schools. The number of Rural Schools in operation during the year was 104.

Irregular attendance of pupils is a serious cause of complaint with every earnest and faithful Teacher, and is generally lamented by Trustees and others. Many of the Teachers who are at present engaged would find their work comparatively easy and pleasant if pupils were but regular in their attendance; and, doubtless, many a Teacher who is now erroneously judged as inefficient and incompetent would then be considered as very successful. Wherever there is a good attendance at School I have found the Teachers cheerful, and full of energy for their work; but wherever the reverse is the case, the Teachers are discouraged, and are frequently tempted to resign and abandon the profession in disgust. We must not expect to find our Schools in a healthy and vigorous condition, or the claims of education properly respected, until pupils and parents learn to appreciate the importance of regular attendance. There are a few unworthy parents who reason thus:—“We never had much learning; and by the strength of our arms we have succeeded very well in life, and if our children only do as well, they will be all right.” This class, I am happy to say, is few in number and rapidly disappearing. One of the most healthful indications of improvement is exhibited by the fact that a good and healthy tone pervades the entire community in reference to the importance and advantages of education. We would deduce from this fact a brighter hope and a better encouragement for the future of education in this country. Still, we cannot overlook the fact that there are, in many of our rural districts, obstacles which are simply insurmountable at present. When we take into consideration the difficulties in the way of many pupils getting to School at all; when we think of the requirements of the farm in the seasons of sowing and harvesting, in which the aid of children is indispensably necessary, we feel that these things must unavoidably interfere with School attendance. When we take into careful consideration the claims of industry, of domestic service, and the necessary interference by sickness, we feel that considerable time must elapse before the attendance of pupils will come up to the required estimate of one-sixth. A large number of parents are truly anxious that their children should be regular in their attendance, and are prepared to exercise considerable self-denial for that purpose; but when they find that it is almost impossible to obtain “hired help,” as a matter of necessity they have to avail themselves of the assistance of their children, feeble though this be, or else suffer considerably in the harvesting of their crops. I know of certain parents who lamented this

necessity, and who would have much preferred to send their children to School to keep-
ing them employed on the farm, if they could have engaged assistance at almost any
price. Still we are convinced that a much larger number of pupils might attend School,
if the apathy of Sections and the indifference of parents could in some manner be over-
come. Actual observation, and information furnished by Trustees and others, have con-
vinced me that a very large percentage of pupils, in nearly every Section, are wasting
their time in idleness at home, and the indifference of parents is so great that they make
no effort to remedy this state of things. How to induce regular attendance so as to bring
up the attendance to the required estimate is a very important question to be decided.
This is a subject which has engaged my serious attention, and I believe that the remedy
lies in the appointment of efficient and trained Teachers, and the judicious enforcement
of the law rendering attendance at School obligatory. Many instances might be cited
of the remarkable influence which the appointment of a good teacher exerts upon the
attendance. Where an inefficient and dull Teacher is engaged, it is not long before the
attendance begins to fall away; and the reverse is the case when an energetic and effi-
cient Teacher is appointed. To improve attendance and efficiency by such a method will
be a gradual work, and will take many years to accomplish it.

A great many educationists have imagined that the introduction of compulsory
attendance by law would provide a remedy which would be all that could be desired;
but I fear that experience will convince us that this is a very erroneous estimate as to
the consequences of the compulsory clause of the new School Act. That this is an erro-
neous estimate will be abundantly evidenced when we come to deal with the apathies of
parents and the necessities of a farming and enterprising population in a new country.
Nevertheless, without being too sanguine as to the results of the "compulsory" clause
in the new School Act, we look upon the introduction of this law as a movement in the
right direction. At the same time the friends of education must be prepared, for some
time to come, to expect a great deal of disappointment as to the working of this law.
A law rendering attendance at School obligatory on all pupils of School age is correct
and sound in principle, and must, after a fair trial, produce a very marked and wonderful
change. We are firm believers in the necessity for such a law, and also in the good
results which it must eventually produce. It is due to the child that our law makers
should make it illegal to neglect his education, and it is equally due to society. If the
great mass of the rising generation became educated, and only a few hundreds here and
there remained ignorant, there would be no chance in the race of life for the uneducated
residue; for in that race they would be left far in the rear, and almost every avenue of
advancement would be closed against them but the one which would lead them to become
the pariahs of society and to prey upon its life. In fact, every day we see evidences
gathering around us, showing that the Ishmaelite of future society will be the unedu-
cated man or woman.

Schools have been organized and are maintained at considerable cost to the country,
in order that every child in our land may be thoroughly equipped for the battle of life,
and to do his duty in that state of life in which God has called him. Education aims at
and endeavours to secure these blessings; but no worthier object can be presented to the
ambition of a wise parent than to take an interest in education, and to encourage his
children to value its blessings. To make man what he should be is the great object and
aim of education; and as the child grows in a physical, moral and intellectual aspect
into the man, so he becomes thereby a true patriot, and a valuable member of society.

In my report for the year 1871 great prominence was given to the subject of the
remuneration of Teachers. I am happy in being able to state that the remuneration of
Teachers has considerably increased during the year 1872. *Previous to the year 1872* good
and efficient Teachers were frequently compelled to abandon the teaching profession and
seek some other employment, because they were crowded out by "cheap Teachers," who
would undertake to teach for a much less salary than efficient Teachers. Had this system
been tolerated for a few year longer, we could hardly estimate the sad results which would
have ensued. Trustees are now beginning to open their eyes to the fact that this "cheap
Teacher" system has been one of the greatest hindrances to the welfare of their Schools.
It is, therefore, a fact worthy of comment, that the remuneration offered to Teachers of
average respectability during the year 1872 has been 25 or 30 per cent. in advance of any-

thing as yet offered to the teaching profession. Yet, we must bear in mind that this advancement has not kept pace with the increased salaries and wages paid to other professions and other walks of life. An incident indicative of this fact I deem proper to mention: One day, while staying at a hotel at Sand Point, I accidentally overheard a conversation which was taking place between two Ottawa lumbermen. In the course of their conversation one of these lumbermen said to the other:—"Why, sir, things have come to a queer pass in this country. The other day I engaged, for our Section, a 2nd class Teacher for \$30 per month, without board; and here I have been hunting for the last fortnight to secure a 'hewer' at \$60 per month with board, and cannot get one." Nor is this to be looked upon as an exceptional case; the same I find to be the case generally in this County. Happening one day to meet H. McLaughlin, Esq., of the firm of McLaughlin Brothers, of Arnprior, I asked him how many men he had at present at his lumbering depot at the Palmer, who had been teachers. He said: "I have three who formerly held 3rd class certificates, and who now receive at least \$40 per month all the year round, and board." Now when we find good and efficient Teachers year after year abandoning the profession, our only hope of providing a remedy is to bring the profession of teaching into a healthy and vigorous competition with other professions and other walks of life. The study of the principles of political economy has enabled the mechanic, the artizan, and the labourer to *accomplish* great advantages for their respective trades. There was a time when we could hardly take up a newspaper without seeing great prominence given to the subject of "strikes." These "strikes" at one time became almost an epidemic, and the demands, in a great many instances, were conceded without acts of violence. Perhaps we may look upon such a state of things as an indication that the relations existing between capital and labour are becoming to be better understood. It would, no doubt, be a very auspicious day for the educational interests of our country if it could be said that the teaching profession is paid somewhat in proportion to its position and usefulness. It would be a mere platitude to dwell upon the great importance and dignity of the work; yet at the same time there is not a class of men so confessedly underpaid as the School Teacher.

One of the "consequential damages" of the cheap Teacher system has been the formation of small Sections. When Trustees and others became aware of the fact, that they could engage a Teacher for \$100 per year without board, then forthwith they commenced an agitation about dividing the Section, and I have known instances of School Sections being formed when there were only 12 or 13 pupils of School age in the Sections. To have a School-house at everyone's door has passed into a proverb, and was at one time in danger of becoming a mania. If Teachers are to receive anything like a fair remuneration for their services; if proper School-house accommodation is to be provided; if Schools are to be well appointed and supplied with proper apparatus, and if our Schools are to be maintained in a proper state of efficiency, then the formation of small Sections must be avoided as much as possible. I believe it would be a great advantage to unite several Schools which are at present feeble and inefficient—for by the union of two such Sections into one, it would tend to give life to Teacher and pupils alike.

The supply of good and efficient Teachers is a subject which occupied considerable attention in my Report for the year 1871; it is also a subject which, during the year 1872, has engaged the attention of the friends of education everywhere throughout this Province. How to supply the deficiency of trained Teachers has induced many thoughtful minds to give their serious attention to the matter, and try and devise some scheme which may in some measure meet with the requirements of the country. The present status of the teaching profession is considerably in advance of what it was some few years back, but it is still far removed from what it ought to be. There is a growing disposition on the part of Trustees and others to give a fair and just remuneration to Teachers for their services; but they naturally expect that Teachers so paid should be trained and competent for the work. When we consider that numbers of Teachers who held 1st class certificates from County Boards as formerly constituted, are unable to obtain a 3rd class certificate at examinations conducted under the new Law, we must expect for some years a great falling off in the number of candidates. It is true, that County Boards of Examiners have the power of granting temporary "Licenses," but this arrangement does not actually remove the difficulty. This difficulty will constantly suggest itself until some

effectual remedy is adopted. There are only 5 Normal School Teachers at present engaged in this County ; and although there are many respectable Teachers engaged who have not received such a training, yet they have become efficient Teachers after many years of observation and experience, and after many years of laborious application to their duties. But a very large number of the Teachers engaged hold simply a "license" to teach, and many of these are sadly inefficient. This deficiency of trained Teachers has brought about, in several parts of the Province, an agitation for the establishment of at least two additional Normal Schools as an effectual remedy for this state of things. When the matter was discussed as to the advisability of establishing a Normal School in the City of Ottawa, I fully concurred in the movement and gave it my support, and I trust that the Ontario Government is determined upon establishing such a School in Ottawa. By such means a new impetus will be given to the cause of education in this County, and a large number of trained Teachers will be turned out year by year to fill vacancies in the ranks of Teachers and to supply a long-felt want.

During the year 8 new School-houses have been erected, and several others are in course of erection. The style, arrangement and equipment of some of these are an honour to the Sections interested, and will serve as models of what a rural School-house should be. When we take into consideration the wretched and inadequate accommodation hitherto provided in Public Schools, we can easily perceive the necessity for enacting a law defining the accommodation required, and also providing for the erection of good and suitable School-houses. No system of education could be complete without such a law. In this County it would not be a very difficult matter to point out a large number of Sections where the inhabitants have succeeded in erecting good and substantial dwelling-houses ; but the same rude hut of a School-house which was erected 20 or 30 years ago remains as the memento of the "days of small things." These instances may be taken as an evidence of the apathy wherewith Sections have hitherto regarded the question of School accommodation and providing for its due enforcement. I trust that within a few years none of the wretched log School-houses will remain, but that, in their place, structures will be built which will meet with the requirements of Teacher and pupil. We cannot adequately estimate the beneficial influence which a good and well appointed School-house has upon the spirit and efficiency of a Teacher, and upon the minds and character of pupils. I hesitate the less to speak upon this subject because I see many indications that the thoughtful planning of a School is considered as a matter unworthy of attention. Many of the School-houses now in use seem to have been thrown up as if all the internal uses, and the daily life within, were overlooked or despised. In a community so intensely practical there is little danger of sacrificing usefulness for mere effect or appearance ; but I think it would be an object gained if the external architecture of Schools should express their purpose—that is to say, a School should look like a School and not like a barn or a mere shanty. The unsightliness of Public Schools has arisen from the fact that Trustees have generally followed their own notions, and have not improved their plans by searching elsewhere for improvement. I am glad, therefore, that the Chief Superintendent of Education has thought proper to encourage the building of suitable School-houses by offering prizes for the best plan of School-house, and the best method of arranging the grounds, &c.

COUNTY OF FRONTENAC.

John Agnew, Esq., M.D.—I have much pleasure in informing you that a great improvement has taken place in the majority of the Schools of the County of Frontenac during the past year, owing to the fact that the Teachers generally have adhered to the "Programme of Classification for Public Schools" as far as practicable, and have taken a livelier interest in their duties.

During the year, fifteen new School-houses were in course of erection, some of which have been completed, whilst others are nearly so. Twenty-six were repaired, re-furnished, &c. ; fifteen were enclosed with a substantial fence, &c. ; and quite a number were supplied with maps, tablet lessons, &c. Twenty new School-houses will be in course of erection during the year 1873.

During the year, I made two official visits to each School in the County, whether in operation or not, and delivered eighty-seven Public School Lectures.

From the general improvement in educational affairs throughout the County, I expect, by July, 1874, to have every School under my jurisdiction in compliance with the official regulations in regard to adequate School-house accommodations, including maps, tablet lessons, printed sheets, &c.

The people generally are becoming better satisfied with the new order of things, because they are finding out that their children are making more satisfactory and real progress in their studies now than formerly, and that the Teachers generally are taking more interest in their laborious and almost thankless profession. I must say, however, that I have found a number of the Teachers who take no real interest in their work, but are merely drones in the profession, and the sooner the profession gets rid of them the better.

The principal grumbling among the rate-payers in reference to the official regulations is on account of being compelled to procure a School site of at least half an acre of land, and its enclosure by a fence.

Considerable improvement is perceptible in the Reading of nearly all the pupils. My remarks in reference to defects in reading, mentioned in my former report, have been taken hold of by Teachers generally, and efforts have been put forth to remedy the defects. The fast reading which I so strongly deprecated has been, except in very few instances, overcome. Still, there are but few pupils, even in the more advanced classes and the best Schools, who read with ease, expression and effect. There are many pupils who read correctly—that is to say, they do not mistake one word for another, yet some of these read in a drawl, some in a mechanical and unvaried monotone, some in a stiff, jerky, sing-song style, but all seem indifferent as to spirit, sense, or sentiments which they read. Yet, notwithstanding these defects, a vast deal more intelligence as to the subject matter of the lesson is exhibited by pupils than was apparent in my former visits. I find that there is no subject taught in our Schools in which children are so likely to fall into bad habits as in the subject of reading. This subject, therefore, requires unusual circumspection on the part of the Teacher. The drawl, monotone, sing-song, the railroad speed, the dropping of the voice to a whisper, when stumbling over a difficult word, and such like, are defects which require the constant watching and attention of the Teacher. If the Teacher is inattentive and careless, then by his neglect these defects become rooted habits, and, to a considerable extent, tinge the whole after life of his pupils. The ability to read well, which good and efficient teaching ought to impart, we hold as of incalculable value to every child. If pupils in our Schools can be brought to read with ease and comfort to themselves and with an intelligent interest in their work, then are they likely to become habitual readers, and to carry forward in after life their own education. With such a noble object in view, no effort should be deemed too great by Teachers to enable their pupils to read in such a manner that what they read may be understood and thoroughly appreciated.

The attention paid to the subject of Spelling is, in a large majority of Schools, very satisfactory. The practice adopted by most Teachers immediately after the reading lesson, when pupils have closed books, is to select the most difficult words in the lesson and require these to be spelt in class. Judging by the results this practice has proved eminently satisfactory.

The Report for 1871 in reference to the subject of Writing was very unsatisfactory. Slovenliness, carelessness on the part of pupils and Teachers alike, and a want of proper kinds of copy-books, produced this state of things. The reproofs administered in the Report for 1871 in reference to these defects have procured the desired effect. Copy-books which were formerly thrown carelessly into any hole or corner are now carefully gathered and laid according to classes in the Teacher's desk. The Teachers carefully inspect the writing, and defects and daubs are noted and commented upon. The progressive series of copy-books has found its way into every section, and marked and gratifying have been the results. I may safely say from my own experience and that of Teachers, that the writing is now 50 per cent. better than it was one year ago. This satisfactory state of things has arisen not so much from the natural progress made by the pupils in the subject as from the careful attention of Teachers. Under the old and negligent system very few pupils could ever become good penmen or elegant writers, but under the present system there is every prospect of a large majority of pupils becoming good writers.

Considerable improvement has taken place in the method of teaching Arithmetic, and also in the attainments of pupils. Arithmetic seems to have been a subject completely ignored by a large number of Teachers until the pupils had advanced as far as the Third Book ; but under the New Programme this is a subject which has to be taught at a much earlier period, so that pupils may become thoroughly acquainted with the subject from the very first principles. Formerly a large number of Schools were without chalk or black-boards, so that however efficient the Teacher, it was impossible to teach this subject with any satisfaction or success. It is, therefore, gratifying to know that there is not one Teacher at present engaged in this County who does not habitually make use of chalk and black-board, and this with marked success. The results of each semi-annual examination throw considerable light upon the efficiency of Teachers, the attainment of pupils and the state of education in general. In Geography and Grammar the female pupils generally excel, but in the subject of Arithmetic their performances are eminently unsatisfactory, while the boys do very well. This defect is not only visible amongst the pupils in Public Schools, but it is the cause of the failure in four-fifths of female candidates who fail to obtain certificates at the County Board Examinations. Investigation into the matter shows that this general failure of female pupils arises from inaccuracy in the earliest rules, confusion in arrangement and a want of due apprehension of the question. Some Teachers ignore rules altogether, and imagine that they can successfully teach Arithmetic by getting the pupils to work one exercise after another ; oral instruction may be carried out to any extent according to the judgment of the Teacher ; but it is necessary to the successful teaching of this subject that pupils should in the first place master, in an intelligent and thorough manner, the rules as laid down in the Arithmetic as well as the accompanying exercises, and their knowledge may be tested by a thorough examination in a series of exercises corresponding to the rules and examples learned. It is not *simply enough* to put a book and a piece of chalk in a pupil's hand, but the Teacher should exercise his pupils in every conceivable way, so that no loop-hole may be left whereby the pupil can escape thoroughly understanding the subject. The conditions of success in teaching this subject are few and simple—a clear exposition of the principles of each step or rule ; the devotion of a fair proportion of time to work exercises ; frequent practice on slate, paper and board ; and examinations which are calculated to test the pupil's powers of applying what he has *learnt*. In Schools where the accommodation is deficient, and the pupils numerous, it is a difficult matter for Teachers to adopt measures to meet the generalship displayed by boys in their efforts to cheat the masters. In this subject there is, perhaps, less honesty than in any other. In every class there are one or two pupils who are more advanced and competent than the rest, and upon these the others will, to a considerable extent, depend. The smart boy or girl speedily finishes his or her work, and the others set to work to copy. In such a case there may be a want of application, of self-reliance, and a waste of ingenuity ; but with the boys it has this redeeming feature—it saves a vast amount of work. The method which I have generally adopted to meet the tricks of these conspirators is to cause the 1st pupil to turn round and face the 2nd pupil, &c. This method throws each pupil upon his own resources, for he cannot derive any assistance from his neighbour. The attention paid to this subject in the New Programme, and the efforts put forth by Teachers to teach it in a more methodical and intelligent manner are becoming every day more apparent, and will, I trust, be eminently successful in their results.

The subjects of Geography and Grammar have received more attention from Teachers and pupils during the year than formerly was the case, and very satisfactory progress has been made in the method of teaching these subjects. Formerly it was a rare thing, except in a few of the best Schools, to see a well-formed class of pupils studying the subjects of geography and grammar, and especially was this the case with grammar. The impression seems to have been produced that it was unnecessary to learn these subjects, and therefore a useless expense to purchase the requisite books. It was a constant cause of complaint with Teachers that they could not induce pupils to procure the books, and that many pupils gave as a reason for not doing so that their parents objected to their learning those subjects. This impression has happily in a great measure been overcome, and parents begin to realize that these subjects can be taught not only without detriment to the subjects of the three R.'s, but that the study of these subjects will greatly assist

them, by reason of the relaxation to the mind which they allow, to master in a more efficient manner the drier and more difficult subjects of the three R.'s. This is the reason why these subjects are so generally popular amongst pupils. The Teachers, I am glad to notice, have adopted to a considerable extent, the conversational method of teaching these subjects and with good success. The unpardonable anomaly which has heretofore marked the study of geography in Public Schools, viz. : that pupils were taught to know a great deal more about other countries than their own, has been overcome by a wise adherence to the New Programme. The principles involved in that Programme in reference to the subject of geography, is that the pupil must in the first place master, in a thorough manner, the outlines of the General Geography of the World, and from this general knowledge he starts, in the second place, to master all the details of Canadian Geography, and afterwards proceeds to study that of other countries as laid down in the Programme. I do not think that Teachers when teaching grammar give a sufficient prominence to the work of constructing and parsing sentences. By this method all the rules and facts of grammar are impressed upon pupils' minds and made to occupy their proper position in the construction of language. A very satisfactory progress, however, has been made in *both of these subjects*.

Very little attention has hitherto been paid to the subject of History. Hitherto this subject has been entirely overlooked in our system of Public Instruction ; but is now made by law one of the subjects required to be taught in Public Schools. History is a subject which no nation can with safety set aside, and which should occupy its proper position in every Educational System. If the pupils of Canadian Schools are to be brought up in ignorance of the history of their own and also of the Mother Country, we would apprehend great danger for the future prosperity of Canada. The world's safeguard against anarchy and revolution lies in an intimate knowledge of the past, leading men to see how preferable are intelligent and constitutional measures to those which ignorance or a short-sighted policy can introduce. We cannot estimate aright the powerful influence which the study of History has wielded in favour of Constitutional Government and the world's liberties. When teaching this subject, it is important that the Teacher should not place the mere dry bones of history before children. Dates, names and facts should be carefully mastered by each pupil ; but the Teacher should give life and reality to the whole lesson. He must also make constant use of the maps, and every place mentioned must be carefully looked for.

In all subjects and in all classes the pupils should be made interested and led to think for themselves. I do not know of anything which has given a greater impulse to this kind of teaching than the wise introduction of object lessons. This method of imparting instruction is calculated to improve the observation and intelligence of pupils, as well as train them in the use of proper words to designate and describe objects. It is surprising the utter ignorance displayed by many pupils when requested to describe in their own words some familiar object. There are many pupils of average respectability in other subjects, who cannot write anything like a creditable composition. My plan has been first of all to give an object lesson, and then require the pupils to describe the same object in their own words. This method improves observation, provides for the use of suitable words, and improves the writing, spelling, and composition. The dry and barren facts which are stated without order, and with a paucity of words would, if clothed in proper language, appear very creditable. If the mere accumulation of knowledge is to be of any avail, it must be by a method which will enable them to approach every subject in an intelligent manner, and which will lead them to think and make use of words for themselves.

I deem it necessary that some attention should be devoted to the important subjects of punishment and rewards. There are many educationists who advocate the expulsion of punishment from all Schools ; others again are in favour of retaining it as a wholesome institution. I am not going to decide this knotty question. In a large School under the control of one Teacher it may be necessary, in order to maintain proper discipline, to enact severe rules. It is important, however, to remember that the true art of governing is controlling people as much as possible without punishment ; but it cannot be expected that a Teacher can teach and keep in order a large School without having recourse to some kind of punishment. Some Teachers have fallen into grave errors in respect to punish-

ment. I have been informed of some instances where corporal punishment was administered in such a repulsive, if not violent, manner that it has been the means of undermining a Teacher's influence, and of making him to be regarded as a sort of tyrant. In general, if Teachers have a failing, it is a failing that leans to virtue's side. It is well, however, that we have such a healthy public opinion in reference to this matter.

There are many persons who deprecate the introduction of competition into Public Schools, because, as they say, it has a pernicious effect upon the efforts of pupils, and is morally evil in its effects. They look upon competition as a direct incentive to envy—one of the most hateful passions which can inflame the human breast. They also look upon a system of rewards as a direct discouragement to pupils of inferior attainments and weak abilities. But I do not think that envy exercises any great influence upon the minds of children when they see others more successful in the race for knowledge. I think this is a rare sin. For one pupil who feels the power of envy, twenty will feel perfectly indifferent. And this indifference, after all, is the most difficult thing to deal with, and it is more effectually overcome by a judicious system of competition than by any other stimulus. Prizes are by no means rewards which always fall into the grasp of talent, but are the sure rewards of industry. The boy of average capacity is greatly encouraged to persevere when he sees that the hard-working and plodding pupil wins. The testimony of Trustees and Teachers is strongly in favour of competitive examinations and a system of rewards. They report, in every case where the method has been adopted, that it has been attended with very beneficial results. By stirring up a spirit of emulation amongst pupils, new energy is infused into Schools. In my report for 1871 I strongly urged upon the County Council the advisability of granting a sum which would make the rewards attractive. If the present session of the County Council will take up this matter, I shall be happy to make arrangements with High and Public School Teachers to carry out this system. A trial of the system would be, in my opinion, the best argument in its favour.

Although "Drawing" is one of the subjects required by law to be taught in Public Schools, yet there are but few where this subject is taught, and even in those Schools where it is taught, it is generally confined to the more educated pupils. It is impossible for a pupil to commence too early to learn this subject. The subject itself is not without interest to the youthful mind, and it trains the eye and the hand at the same time. There is many a period during School hours when very young pupils feel fatigued and disinclined to do anything except fall asleep. At such times a lesson in drawing would afford them all the amusement and change which they require. These exercises are valuable, because they train the eye and the hand, improve the judgment in the apprehension of figures, and will be to every youth very useful in the affairs of after life.

According to the New Programme laid down by the Department of Public Instruction, some attention is required to be paid to the subject of music. In a very large majority of Schools in the County not a note of music is heard from one year's end to another. This deficiency has not only exercised a discouraging influence upon the welfare of Schools by removing cheerful influence from them, but it has been a deficiency which has exercised a very damaging influence on public taste. This is the great reason why so large a majority of the youth of our land are such strangers to the joy and power of music. It is also true of us that we are not a music loving people. How very seldom do we meet with individuals in this County who are capable of conducting simple tunes. The Trustees of the Public Schools at Beachburgh and Sand Point have secured the services of competent Teachers for the purpose of teaching this subject. These exercises have been eminently satisfactory. Music not only tends to make things cheerful in the School-house, but it does even more than this,—it trains the voice and quickens the emotions. It also exercises a beneficial influence upon the health of pupils by quickening the circulation, arousing the bodily activities, expanding the lungs, and imparting an increased vigour to the whole system: it also prepares for participation in the devotional exercises of all churches. Patriotism, temperance and all virtues are deeply engraved upon the heart by the power of music. And not only this: the songs learnt at School are heard at the homes of pupils, gladdening life, cheering sorrow and beautifying everything.

Finally, if we would judge of education, it is not enough simply to count our Schools. If the pupils remain ignorant, then there is no education; endeavours without results are of no avail. We must not flatter ourselves with our present system of education until

we can show that the rising generation is being thoroughly educated. To say that we have 4,566 Schools in operation in this Province, and that there are 5,165 Teachers, and that this system has been maintained at a cost of \$1,944,364, is not sufficient. Before we can be satisfied with any educational system, however good in itself, we must see the rising generation able to reason, to think and to act in accordance with the education, &c., given.

COUNTY OF RUSSELL.

Rev. Thomas Garrett.—It affords me great pleasure to state that no subject seems to engross the best interests of our entire community so much as education. The provisions of the School Law are becoming more and more acceptable; especially in those Sections where the services of Teachers may be characterized as “affording attractions for pupils; thereby securing the sympathy of parents and guardians. Hence the great importance of securing the services of teachers who love their profession for its own sake, because they know that in the faithful performance of duty, they are serving the best interests of humanity; and, therefore, are entitled ‘to have respect to the recompense of Him who gave the command, ‘Go, teach all nations.’”

Many of our Teachers, in friendly emulation, are setting a good example to others, and while they promise to be ornaments the profession, are doing much to foster the cordial co-operation of all classes for the mutual support of education.

We are chiefly indebted to the Teachers of this County for the organization of an Association which comprises all Teachers of High and Public Schools in the United Counties of Prescott and Russell. The deliberations of this Association, though comparatively limited as yet, have, to a considerable extent, reached the laudable purpose aimed at, of infusing new life and energy among Teachers, which have resulted in the better teaching, organization and discipline of Schools.

As further evidence of the growth of *intelligence*, as evinced by School organization, I would instance the fact that the number of pupils in the first and second classes is considerably in excess of the numbers found in those classes at the beginning of the year 1872; before the prescribed limit table was properly understood, or regarded, as a rule for the Teacher’s guidance.

Although there are not more than twenty-six of the Teachers employed in the six townships under my charge holding legal certificates (3rd class and upwards), yet those holding specials are (the majority of them at least) far superior to what the same individuals were, though formerly holding 2nd and 3rd classes, under the old Boards. However, one serious feature resulting from this multiplicity of special *certificates* is that, when strong attachments are formed, a refusal to renew the special certificates is looked upon as a grievance, and wherever an instance of the kind occurs, the energy of School supporters is sure to flag. And again, as an obstacle to uniform progress, every fresh special certificate necessitates the reorganization of that School taught by the holder of such certificate.

I believe we are all agreed, that the surest means of raising the *standard* of Teachers, is to increase the *remuneration* of good Teachers. In this respect, it is due to the Inspectorate of Russell to observe that, judging of merit according to ability, she will sustain a favourable comparison with her sister counties. One Section, by advancing from \$300 to \$500, and thereby obtaining the services of a first-class Teacher, trained at the Normal School, Toronto, has set an example worthy the imitation of other Sections of equal, if not superior ability. As an estimate of the County generally, we shall instance the following, which is, I think, correct, for 1873:—

The lowest paid a female Teacher is	\$120	per annum.
The highest “ “ “	300	“
The lowest “ male “	290	“
The highest “ “ “	500	“

I have taken special pains to ascertain, through the courtesy and kind offices of the various township clerks, an accurate statement of the assessed valuation of each Section for School purposes, and find the sum total to be \$1,144,013; now, the amount raised by the

same townships from local tax being \$7,729 $\frac{481}{1002}$, will show a rate of nearly seven mills on the dollar.

In regard to the duty of Trustees to supply the Schools with maps, apparatus, furniture and School books, much remains yet to be done ; but I must, in regard to books, repeat my observation of last year, which is in substance, that we will long remain in the back ground in regard to supply, unless a branch depository can be fixed in some central place of our locality, thus affording immediate access and ample supply. However, in this respect, too, there are grounds for congratulation, when we consider the numerous applications of last year to the Department at Toronto for maps, &c., and the frequent appeals to myself for copies of the "School Law" and *Journal of Education*. I regret, however, to say that, in respect to libraries, the supply is so small and imperfect in management, as to be scarcely perceptible in influence.

Viewing the course of education in its emergence from the chaotic state in which it was involved a year and a half ago, my most sanguine expectations have been more than reached by efforts already put forth with a view to *adequate School accommodation*.

Last year I reported preparations for eight new School-houses. Five of these have been completed, one of the five being a spacious brick building of ample capacity for the Section, and being confessedly a credit to the County. In the case of the three which yet remain unfinished, the material has been procured, but the work retarded on account of difficulties which arose in regard to site. True, there are few of our School-houses, new or old, which are quite up to the requirements of the law in regard to space for all inhabitants of the Section between the ages of five and twenty-one, nor can we boast of a single instance of a School replete in every particular.

However, we are *steadily growing*. Preparations are already made, or in progress, for new buildings as follows :

In the Township of Cumberland	1,	In the Township of Russell	2,
" " Clarence	2,	" " Cambridge,	2,
" " North Plantagenet	3,	" " South Plantagenet	1.

Making in all eleven (11) new School houses, the majority of which I hope to see completed before the close of next midsummer vacation, and which, if accomplished, will give us sixteen new buildings, as the salutary effects of the new School Law.

Add to this the improvements which have been made in the way of extension of space and seating accommodation. Many old tottering benches, hacked and marred, whose hideous blackness was the sole embellishment of rude walls and filthy floors, have given place to others bright and clean, firmly and properly arranged on a clean floor, and affording happy relief to new maps and tablets lately arranged. Two instances deserve special notice, such praiseworthy interest having been manifested in procuring desks of the most approved and latest style from Toronto.

Our municipal councils have not been indifferent as to the claims of youth, hitherto neglected. Five new School Sections have been organized within the last year, so that at present there are *fifty-four School Sections* in operation, though they are not all supplied with Teachers as yet. Then as soon as a move is set on foot for School extension, I am, as a rule, notified and, consequently, have a much larger share in the choice of site and plan of building than heretofore.

A few of the Sections have as yet no legal site whatever, the School-house being wholly or partially on the public road. Two are keeping School in hired apartments, and very few, if any, have a site of legal extent, except those which have lately built or are preparing to build. The difficulties which arise are due mainly to misconception, and not unfrequently to local circumstances, especially if the difficulty be concerning a School site, because parts of the same Section are, in many cases, much isolated from each other.

However, I rejoice to be able to state, that in my efforts to reconcile contending parties, I have been cordially received and warmly supported by the friends of knowledge and truth, so that I am able to say that in Sections, where hitherto the law might be considered a dead letter, because of neglect or disregard, now there is marked interest in, and intelligent comprehension of, its ample and wise provisions.

COUNTY OF CARLETON.

Rev. John May, M.A.—The following items are taken from my Journal for the year :—

No. of Townships in the County, 10 ; No. of Incorporated Villages, 2 ; No. of Pub. S. Sections, 123 ; No. R. C. S. S. Sections, 6 ; No. of P. S. S. Sections, 1 ; No. of Public S. open during the whole year, 100 ; No. of Public S. closed during the year, 7 ; No. of Public S. closed during the past year, 16 ; No. of Union Sections, 9 ; No. of Schools employing two Teachers each, 3 ; No. of new School-houses built during the year, 12 ; No. of new School-houses still needed, 49 ; No. of *ad interim* Certificates given, 46 ; No. of 1st class Provincial, 0 ; No. of 2nd class Provincial, 7 ; No. of 3rd class C. New Board, 50 ; No. of male Teachers in County, 70 ; No. of female Teachers in County 46 ; No. of Normal S. Teachers, 2 ; average salary of male Teachers, \$305 ; average salary of female Teachers, \$172.

The necessity for better accommodation has, in many instances, raised the question of new "sites," and this, in its turn, the revision of "boundaries." I have already had no little trouble in endeavouring to adjust these questions ; and the trouble threatens to increase. The remedy for this seems to be "Township Boards." Under the Section system a door is opened for a flood of selfishness, and an ocean of disputes. The Inspector's time is also terribly wasted in answering questions, which would never be raised, if the parties raising them had to pay him for his opinion. In point of fact, the Inspector is made the legal adviser of the County on educational matters.

The Ten Commandments are now taught in most of the Schools ; but in only one instance is religious instruction given by clergymen. The Compulsory Clause is a dead letter in this County ; and will be until the enforcement of it is given into the hands of a special officer, who, I trust, will *not* be the County Inspector. I have repeatedly called attention to it ; but with no result.

Good progress has been made in the erection of new School-houses ; and I hope to be able to report still greater progress next year.

The crying want of this part of Ontario is a new Normal School. Until we obtain this boon, I cannot promise you a very flattering Report on the Educational affairs of the County of Carleton. We have the raw material : we want a factory. Even of those who pass the examinations and obtain certificates, a very large percentage fail to teach with success, simply because they have not been trained to teach.

I hear a great many complaints on the part of rate-payers, who, although residing near the School-house of a neighbouring Section, are obliged to send their children a long distance to the School of the Section in which they live. The remedy for this grievance also would be found in the establishment of Township Boards of Trustees.

On the whole, I may truly say that we are making steady progress, but we must have a Normal School *si cœlum ruat*.

COUNTY OF LEEDS, FIRST DIVISION.

W. R. Bigg, Esq.—Drawing, music, and object lessons are not taught in our Schools. Occasionally there may be an exception in favour of one of the three branches, but even then the instruction given is of the most primitive kind.

The reading books used in the different classes do not correspond with those mentioned in the Programme, but the Teachers are gradually conforming to it. The first four Readers are principally used, and for the 1st, 2nd, 3rd, and 4th classes respectively. I think it would be more convenient, if the Programme were so arranged, as confusion arises in having the classes numbered differently from the Readers. Of course this alteration would require a modification of the Programme, which is undoubtedly susceptible of great improvement.

The writing in the 1st class is chiefly on slates, probably less than a third using paper.

All omissions are pointed out to the Teacher, who is requested to rectify them as soon as possible.

In very few Schools are quarterly examinations held. I think it would be advisable to hold them half-yearly, and render it compulsory.

You will notice in my Report a less number of classes (in some Schools) marked on my second visit than on my first, which is caused by the Teacher having re-classified the School upon my recommendation.

School Lectures.—I found it impossible to deliver a lecture in every School Section. Sometimes on my visit the School was closed, at other times storms prevented or protracted meetings were being held; however, I managed to deliver forty-five lectures in different Sections of my circuit. I would suggest, that in future the Inspectors be required to deliver lectures in about three convenient places in each Township, and that public notice thereof be given; this would ensure larger audiences, as at present we are prohibited from giving notice of our visit, and consequently a small audience is generally the result.

Distribution of the Government and Municipal Grants.—In a well digested scheme of taxation it is generally conceded that the greater burden should be borne by the wealthier, but in the method adopted in distributing the Government Grant and the Municipal Assessment, the reverse seems to be the rule—the wealthier Sections, who stand in need of little or no assistance, getting the lion's share, while the poorer Sections, who want help the most, obtain comparatively little. I think that if the length of time each School was kept in operation were taken into account, instead of mere numerical attendance, or rather independent of it, more satisfaction would be given, and better results would ensue.

Holidays and Vacations.—Great complaints are made by Trustees and parents as to the multiplicity and length of the holidays and vacations. I am of the opinion that the week at Easter could well be dispensed with, and that in rural Sections a fortnight in summer is amply sufficient. My reasons for this can be given in detail if required.

Town and Village Schools.—With regard to the Town and Village Schools under my supervision, I have merely to remark that the Gananoque Village School requires for the head department a first-class experienced and trained teacher before it can reach a higher standard than that indicated in my special report. The Roman Catholic Separate School of Brockville is in a similar position. The Brockville United High and Central School is thoroughly graded, the teachers employed well trained and qualified, and the results attained are on the whole satisfactory, with the exception of mathematics in the higher classes, though there are influences at work which may impair the usefulness of the Public School department in the future, unless some remedy be devised. These influences I now proceed to point out.

You will observe that the 5th and 6th classes of the School are not marked on my second visit, beyond the numbers in attendance. The Teacher of the fifth class was dangerously ill on that occasion, and the pupils of the 6th form have all passed the entrance examination for the High School, and are now reckoned as High School pupils, consequently my jurisdiction ceases with that class, and our Public School is now reduced to the 5th class standard, and as the bulk of the 5th class have also passed the entrance examination for the High School, it is feared that should the remainder pass at the next examination, our Public School, which used to rank so high, will be reduced to the level of the 4th class standard. In fact it is intended to try and pass the 4th class also, so that our Public School would be reduced to the first three classes. These Union Schools do not work satisfactorily and the status of each is lowered. When the candidates for admission were examined by Messrs. Young and McKenzie, the examination was made sufficiently stringent to prevent those unqualified from passing, but the last change virtually throws the examination into the hands of the head master, who takes care that the questions shall be extremely simple and the pupils previously well coached. The standard for admission is much lower than was exacted by Messrs. Young and McKenzie. Thus, for instance, 40 pupils out of 47 were passed at the last examination in Brockville for admission to the High School of that town, and I have no hesitation in saying that had the examination been conducted by myself alone, that not over 10 or 12 would have succeeded. I judge this from the fact, that only 7 of the pupils obtained 50 per cent. on the arithmetic paper prepared by me which was very easy and simple, as was also my paper on grammar; the latter, was nevertheless, objected to by the head master, because candidates were asked to analyze and parse the following:

"Till Hymen brought his love-delighted hour
There dwelt no joy in Eden's rosy bower."

In my conscience I thought this a *simple* (*i. e.* easy) sentence,—for that was the view I took of the instructions—but no, it was objected, that it must be one simple proposition, *i. e.* neither simple nor complex; in other words one that every member of the class could parse without a possibility of failure. It is impossible with such a standard, and the examination under the control of the head master to prevent any one from entering. Of the 40 pupils passed, not 3, if indeed any, are intended for, or will ever enter any of our colleges. The object is simply to draw more Government money (which they do as High School pupils) than they would as belonging to the Public School. Moreover the parents are not even consulted, though they afterwards object to their children pursuing many of the subjects required by the programme for the High School, as their intention is simply to keep their children long enough at School to enable them to acquire a sufficient knowledge of the common branches that may be necessary for those entering an ordinary store or shop.

Concluding and general remarks and suggestions.—I find far less objection to the working of the School Act of 1871, than was at first indulged in, and the general opinion is now decidedly in its favour. The system of regular and thorough inspection of the Schools is found to work well, the Teacher striving to have the different classes familiar with the standard respectively required for the first four classes. The programme for the 5th and 6th classes cannot be carried into practice in our country Schools for two very substantial reasons: firstly, nearly all our Teachers are 3rd class, and are, therefore, unable to teach the additional subjects required for those forms; and secondly, the pupils are far too backward to enter on the study of them. In fact before the Programme can be carried out in full, a very different class of Teachers must be employed, as none but 1st and 2nd class Teachers have the necessary attainments. Even in the Brockville Central and High School, with graded classes, and 10 experienced Teachers, also graded, it is found impossible to compass the Programme. What then can be expected from one 3rd class Teacher in charge of all the classes in an ordinary country School. Can he effect what cannot be done even in towns and cities.

Another difficulty is, that many parents object to their children studying anything beyond reading, spelling, writing and arithmetic; and comparatively few are willing that they should attempt geography, grammar and history; and I must confess that, till I see some degree of proficiency in these subjects, I doubt the expediency of pupils dabbling in the natural sciences, under the guidance of those who know nothing thereof.

Geography, history and arithmetic are generally very imperfectly known by the pupils. The deficiency in the first subject is chiefly owing to the want of maps, which I am urging both Trustees and Teachers to procure as soon as possible; and I am happy to say that several have complied with my request, and many "are going to." The deficiency in arithmetic is in a great measure owing to the Teachers, nearly all of them having shown by their examination papers a lamentable want of knowledge in that branch. In history, our Schools and Teachers do not stand so well as formerly. This falling off is attributed to the loss experienced by the withdrawal of the old 5th Book of the Irish National Series, wherein was an excellent synopsis of the leading historical events, admirably arranged. In fact, I must unquestionably admit that the present Series of Readers is infinitely below that of the Irish National, and that the change was most injudicious.

As regards Algebra and the Natural Sciences, I wonder if the glaring contradiction has escaped your notice of stipulating that "all the subjects mentioned in the Programme *must* be taught, nor *must* any part of the course be omitted," while, at the same time, a very great majority (probably nine-tenths) of the Teachers of Ontario are licensed as 3rd Class, and a knowledge of these subjects is not required from them.

This brings me to the subject of Graded Schools, and I suggest that the Inspectors be empowered to grade the several Schools under their charge as 1st, 2nd or 3rd Class, and render it compulsory for Trustees to employ Teachers whose certificates shall correspond with that grading. At present, there is nothing to prevent Trustees from hiring a cheap 3rd Class Teacher, when the Section is well able to pay for a 1st or 2nd Class one. In fact, it is being constantly done.

I would also suggest that the Boards of Examiners be legally empowered to grant special certificates for certain Schools, where the inhabitants of the Section are unable to pay the salary demanded by a 3rd Class Teacher, and which, in fact, it is difficult to get

a 3rd Class Teacher to take. It is better that children should learn to read and spell rather than be brought up entirely ignorant. We cannot at present get a full supply of 3rd Class Teachers for our wealthier Sections, and we must either close the poor Schools, or keep on granting "Permits," which may be legally disputed at any moment.

Lastly, I remark, that while the Schools are decidedly better, on the whole, than at this time last year, and are evidently improving, it must still be borne in mind that in Leeds they are generally in a deplorable state, and I doubt if they are much better elsewhere in Ontario.

COUNTY OF LEEDS—SECOND DIVISION.

Robert Kinney, Esq.—During the past year our efforts have been chiefly directed to the classification of the Schools and to the introduction, as far as possible, of the requirements of the New Programme. In this I have met with considerable success. I found a very general desire to fulfil the requirements of the law. By reference to the Report you will see that, with few exceptions, the Schools are in a very backward condition; the third class being the highest grade found in the great majority of cases.

Our great want here is properly qualified teachers—all being of the lowest grade except three.

The proposed Normal School for Eastern Ontario is the specific for the *difficulty*, as our American friends say. Its establishment will no doubt mark an educational era in this section of the country.

Report No. 2.—We cannot claim that the Schools of this Division (No. 2, Leeds) have made any very marked progress for the past year; yet during that time they have undergone a very marked change, which at no distant day will eventuate, we trust, in a very decided improvement. The change we refer to is that of classification management, and a preparation of lessons by Teachers—very essential requisites to success. As a general rule, the course of study laid down in the "Programme" is followed closely. The "Limit Table," indicating a standard of excellence to be attained before a pupil can be promoted, taken in connection with the programme of studies, constitutes one of the very best features of the New School Act. By it pupils see what is required of them, and Teachers have an invariable standard of promotion. We have introduced competitive examinations, and find them to work well so far. A number of new School-houses will be built this year.

COUNTY OF GRENVILLE.

Rev. George Blair, M.A.—I have not much to report in the way of improvement during the past year (1872), except that several new School-houses have been built. One of these in the Village of Burritt's Rapids, on the Rideau, another in School Section No. 7 Augusta, and a third in the Village of Spencerville, in the Township of Edwardsburgh, are buildings of a very superior class, furnished with the modern style of desks, and augur well for the future. The first thing required to improve our educational condition—in this County especially—is the building of new and good School-houses; and I am happy to say that in this important particular our prospects are beginning to look quite cheering. In the little Village of Edwardsburgh, formerly known as Port Elgin, about nine miles below Prescott, and just at the head of the Galops Rapids, a handsome double School-house is about to be built on a grassy height overlooking the noble St. Lawrence; and in the thriving Village of Merrickville, at exactly the opposite corner of the County, another graded School, having three or four compartments, is about to be erected on the bank of the beautiful Rideau; while the Village of Kemptville, on the Prescott and Ottawa Railway, has already given out the contract for a new School-house, to be finished not later than the 15th of October next, at a cost of \$6,275. These are encouraging facts, because I am strongly of opinion that if we would hope to get good School-houses in the rural Sections, we must look to the villages in the first instance to begin the work by setting a good example, and by shewing to the people of the rural Sections what a School-house ought to be. I have, therefore, been desirous that the villages should build first, and have been lecturing in some of the villages to that effect. Indeed, I have carried the principle so far as even to discourage the immediate building of new School-houses in certain loca-

lities where they are much needed, because I was convinced that the new houses would be little better than the old ones ; and being probably constructed of stone, would be much more difficult to get rid of. The facility with which the old log cabins are burnt down, seems to be the one good feature about them, that makes one almost feel inclined to regret that they are disappearing so rapidly. Between the Villages of Merrickville and North Augusta, for example, there was a line of four Sections with log School-houses, all of which have been burnt down within the last few years—blazing in succession, like the ancient beacon-fires, to indicate, not indeed the approach of a hostile army, but the onward irresistible march of improvement. One only of these has been rebuilt in stone—a snug, comfortable house enough, but injudiciously planned, too limited in size, and indicating, all over, very contracted ideas. In two others the teaching has been carried on for some years in deserted private houses not fit for pigs to inhabit. The last of the series was burnt down only in October last—wilfully burnt, for the desks, seats and stove were carefully taken out ; and the rate-payers, after the usual amount of quarrelling about a new site, which would have resulted in disruption if they could have afforded a divorce, are now engaged in building a new stone house.

I had also a new log School-house, in the Township of Edwardsburgh, about which there has been much quarrelling of late, burnt down in March this year (1873) ; but this took place accidentally in consequence of a defective stove ; and I am happy to state that the rate-payers of the Section, after attempting to purchase a neat frame church in the neighbourhood, which was little used, resolved in building a spacious stone School-house, which will be a credit to themselves and a blessing to their children for generations.

Before concluding these remarks I am glad to be able to announce that, as the result of the summer examinations for the present year (1873), we have now nearly enough of certificated Teachers in this County to fill all the Schools, and will, therefore, I hope, be able to dispense with special certificates entirely after the next examination—a condition of things most earnestly to be desired. There will always, indeed, I fear, under the present system be some small poor Sections which are positively unable to pay for a properly qualified Teacher throughout the whole year ; and this points to another change that is necessary. Undoubtedly the great want of the present time, in connection with our School system, is the total abolition of the sectional divisions of the Townships, which are a source of endless trouble, and are simply a superfluous impediment in the way of further improvement. Let these divisions be superseded by Township Boards of Trustees—let us have this fundamental improvement introduced, and we shall have better School-houses, better Teachers, and a new era of educational progress all over the Province.

UNITED COUNTIES OF LENNOX AND ADDINGTON.

F. Burrows, Esq.—Report No. 1.—The New Programme has not been fully observed in all our Schools, from the fact that very few of our Teachers are competent to teach drawing, music or the Natural Sciences prescribed.

The great majority of Teachers in this County hold only third-class certificates from New Board, or certificates granted by the Old Board, which did not require a knowledge of these subjects mentioned from the candidates coming before it.

I am doing all I can to induce our Teachers to prepare themselves in these subjects of the New Programme now omitted ; but I fear that very few will do so unless they be imperatively required, in order to be able to take charge of a School with classes above the third, either to hold a Provincial Certificate or a Special Certificate for teaching the Natural Sciences.

You will notice that in a good many Sections there has been a change of Teachers, which, in most cases, has had a retarding effect.

I regard with much favour the "Township Board System," which, I believe, would afford an efficient remedy for many of the evils now experienced. I intend to direct the attention of the people of this County to its advantages.

The want of proper School-house accommodation, in many Sections, to which I drew your attention sometime ago, has been, to a very considerable extent, supplied—twenty-one School-houses, mostly of a superior description, having taken the places of ones which were, in most cases, utterly unfit for School purposes.

Report No. 2.—It affords me more than ordinary pleasure to direct attention to the large number of superior School-houses which have been erected in this County since the establishment of the present order of things. The majority of the new School-houses not only exceed in size what the letter of the law requires, but they are also supplied with the most approved means of promoting the health and comfort of the children. The subject of ventilation has been fully considered, and highly approved modes of maintaining the purity of the air of the School-rooms have been generally adopted.

It is also a pleasure to note that, in a good many cases, the ornate has not been overlooked—the external appearance of the School-houses indicating a degree of taste highly creditable to those concerned in their erection. A few have been furnished with large bells, which secures a uniform time in the respective neighbourhoods, and corrects, to some extent, the tardiness which so often interferes with the order of the Schools.

With regard to the Schools, I am glad to say that the element of thoroughness is now found in the most of them. The wretched rote system has, to a very considerable extent, given way to intellectual teaching.

In my official visits I take special pains to impress upon the minds of Teachers and pupils the great importance of a thorough acquaintance with the course prescribed in the lower classes before an advance is made to the higher. In the subjects of reading, spelling and arithmetic a great improvement is manifest in nearly all the Schools. The pupils, in going through their reading books, are required, before they leave a lesson, to be able not only to read it well and know the meanings of the words, but also to write it correctly from dictation. In arithmetic, great attention is paid to the *rationale* of the subject, and, in addition to the book work, original questions of a practical character are given by the Teachers. “Short lessons, well prepared,” is the motto generally observed.

But, at the same time, I must not disguise the fact that there are serious difficulties in the way of securing a high tone of efficiency in many of our Schools.

Besides, the irregular attendance of a large number of the children, another hindrance to our educational progress is the low estimate put upon Teacher's work by some of our Trustees and people, and the consequent low standard of payment. The amount of remuneration offered, even in some comparatively wealthy Sections, is not at all sufficient to command the services of those possessing the requisite mental energy to make efficient Teachers, and, in consequence, the important task of moulding the young mind is not unfrequently committed to the hands of persons wanting in both the natural and acquired qualifications of successful Teachers.

Many of our youth are sacrificed to the folly of supposing that any one with a *modicum* of learning can teach and train children.

I am pleased, however, to report an increasing interest in School matters in Sections where a good deal of indifference has hitherto existed. There has been a considerable advance in the salaries of Teachers throughout this County during the past year and, I believe, that in a short time our people, generally, will realize what you have often so forcibly pointed out, that it is much better to pay high salaries to good Teachers than low salaries to poor ones.

I am sorry I cannot report an increase in our Public School Libraries.

I intend, during the present year, to direct the attention of our Trustees and people to the importance of furnishing the pupils of the Schools with good reading matter.

On the whole, I think, we have reason to congratulate ourselves on the progress we have made and, I trust, that what has been done will tend to still greater improvement.

COUNTY OF HASTINGS, NORTH.

T. S. Agar, Esq.—School-Houses.—I found on completing my visits to the Schools in 1871, that in order to comply with the law in providing “adequate School accommodation,” twenty-three new School-houses would have to be built in place of sixteen old log School-houses, and seven old frame School-houses; and also that several other School-houses needed repairs and alterations to fit them for use.

I also found that no less than sixty-five School-houses would require additions made

the continuance of the present system are, that this class of untrained Teachers perpetuate or continue all the disadvantages under which they labour to their pupils.

Township Boards for the management of the Public Schools, in place of the present Trustees, would probably be prompt actors in establishing Township Model Schools, as true economy in the educational interests of their townships.

Programme and Limit Tables.—The great obstacle to the successful carrying into operation of the Programme and Limit Tables, is the want of trained Teachers; the thorough introduction of them, though progressing, is not, however, being effected so quickly and satisfactorily as desired—the half-yearly, or even yearly, change of Teachers in many Sections impedes the introduction of improvements in the Schools, and is generally injurious to the pupils, particularly where the change is but the continuance of the same class of untrained Teachers, many of whom, on the Inspector's visit, require to be instructed in the management of their Schools, and on the subsequent visit of the Inspector to the same School, he probably finds a new Teacher with whom the same process must be repeated.

Maps, &c.—No less than 30 Schools are reported as being unfurnished with Maps. As soon as new School-houses are built, this great evil will be remedied; the present School-houses, condemned as unfit for use, and those requiring repairs, are, in truth, not fit to receive maps.

Printed Rules and Regulations.—The same observations applied to maps, must from same causes be applied to these.

Sunday Schools.—These Schools are increasing; they now return 1,776 Scholars and 197 Teachers, with 25 libraries containing 2,341 volumes. I think the returns from some Sections are imperfect, and that some Schools are not returned.

Assistant Teachers and Class Rooms.—School Sections 1, Elzevir 1, Madoc and the Public Schools in the incorporated Village of Stirling, united with the High School, ought each to have an assistant Teacher.

S. S. 1, Elzevir, has built two class rooms and enlarged the School-house. An assistant is to be employed in January, 1873.

In S. S. 1, Madoc, alterations in the School-house have been deferred, in expectation of establishing a High School in the Village of Madoc, uniting the Public Schools with it, and then making such additions as may be needed; this union has not been effected.

The School Board in Stirling is, I am informed, under pledge to the Inspector of High Schools, to erect suitable buildings in 1873.

Having thus called your attention to the most prominent difficulties under which we labour, in carrying into effect the School Law Amendment Act of 1871, I beg to state that where the Teacher has been trained, has had experience, and can successfully carry into effect the organization of his School, its discipline, and the improved methods of teaching adopted in the Normal School, the results are most gratifying.

There have been and are some Schools of this description in North Hastings. The influence they have exerted by their example, and in the Teachers they have furnished, has been most beneficial.

Township Boards.—The public are in anticipation that the Government will introduce to the Legislature, during its present session, an Amendment to the Act of 1871, establishing Township Boards in lieu of the present School Section Trustees. I have addressed you already in relation to the necessity of some measure being adopted which would equalize the financial resources of the Sections in the several Townships, to render practicable without oppression the successful introduction and adoption of the Amendment Act of 1871.

Township Boards will doubtless effect this equalization in a more satisfactory manner to the people than any other body could do. As to the question, whether Township Boards should consist exclusively of the members of the Township Council, I have great doubts. There are in all Townships men of worth and intelligence who will not take a part in local politics, who yet take a deep and active interest in education and kindred subjects. Men of this character would be of great service in the Township Boards, and although there cannot be any objection to the Township Boards being the same men as the Township Council, if elected for that purpose, still it seems most injudicious to close the Township Boards against men who might be selected by the voters in preference to one or all the members of the Township Council. Doubtless a separate Board will be

more expensive; but if the electors choose to assume the additional burden for the privilege of selecting a body of men for a definite and most important object, it seems to me most desirable to concede that privilege to them.

The date for the election of this Township Board might be fixed for June, with advantage to all concerned. You, sir, on former occasions, have sought to effect such an alteration of the law. In the rear Townships it is almost impossible to appoint a more inconvenient date than the present for the election of School Officers—viz., in January.

I sincerely hope that after the present session Legislation with respect to the Public Schools will cease for a time. Every alteration intimated, by authority, causes a pause in progress—doubt or indecision as to changes in the School Law upset to a great extent the best arrangements and calculations of the Inspector. There are always too many men ready to draw their hands from a good work if opportunities offer. Let but a very slight intimation of change get abroad, and all the indifferent become at once excited, and gradually retard and suspend the work of improvement.

COUNTY OF HASTINGS, SOUTH.

John Johnston, Esq.—The Regulations requiring proper accommodation are being carried out quite satisfactorily in this County. Many new School-houses have been built, and many will be built the coming summer. Several have been constructed of brick and stone, and many of those to be built next summer are to be of the same material. The grounds are not all fenced in yet, but they will be during this summer, as I have the guarantee from the Trustees that the grounds will be procured and fenced in, and outhouses built as soon as the spring opens. In some Sections it has been difficult to get the land to enlarge the old site, the party owning the land refusing to sell, for the reason that the School-house was within 100 yards of the garden and house, though I had explained in my lectures that that part of the law did not apply in enlarging a site, yet I think those difficulties, few in number, will be got over without any trouble.

Maps and Apparatus.—The Schools are now all well supplied with “tablets,” “maps,” and nearly all have object lessons hung up in the School-room, but they are taught in very few Schools. It has been of great benefit to Teachers and scholars to have the Schools thoroughly supplied with reading tablets and good maps, and my thanks are due to Dr. Hodgins for sending me at different times so many “Trustees’ printed forms” of application, thus enabling me, without much trouble, to get Trustees to send at once for necessary articles.

Reading.—During the past year there has been much improvement in the method of teaching reading, particularly the First Book. Teachers have been thoroughly alive to the importance of having their pupils read every lesson thoroughly, and not allowing them to leave the lesson till it is read properly and naturally. They are all taught according to the natural method introduced by Dr. Sangster. They are brought over the “tablets” thoroughly and without spelling, and they are, from the first, required to print, and afterwards write on the slate, all the words in the reading lesson. When they have gone over the tablets in this manner, they are then required to read through the book once. In the “second part,” they are required to spell in the lessons gone over, all the words, in short phrases; the words at the head of each lesson being explained by the Teacher and the meanings given. This plan is being carried out in all the reading books, and it is surprising to notice in most of our Schools the great improvement in this important branch of School study, and instead of the former monotonous, indistinct and unintelligible style, we have now a clear, distinct, intelligible and intelligent style of reading, whereby reading is made a pleasure, and a taste is encouraged for it after School hours and in after life; for it is believed that unless the scholars of our Schools are made good readers while in the First and Second Books, it is doubtful whether they will ever after make good readers.

Arithmetic.—This important subject is not taught as thoroughly as it should be, though some of our Teachers deserve great credit for the manner in which they teach it. Yet it is generally taught very miserably indeed. The pupils are not sufficiently drilled in the simple rules. They leave addition before they can add rapidly and correctly. And the great hindrance to real progress in arithmetic is lack of thoroughness in the simple rule, and generally in the exercise gone over, want of frequent reviews, and the neglect

to give a sufficient amount of practical questions. It is not necessary to go through the arithmetic but once, provided more than half of the time devoted to arithmetic has been given to practical reviews. I have found that those pupils who have gone on in this way, are rapid, correct, and do their work neatly, while those who have gone through the arithmetic several times in a careless manner lack those essentials, viz., rapidity, correctness and neatness, and they frequently know very little of the subject. While I say that many of our Teachers are drilling their pupils thoroughly and practically, yet I am sorry to say that many are doing the reverse. During the past year there has been in nearly all of our Schools much improvement in teaching this important branch.

Spelling.—In all the Schools spelling is taught from the reading lessons by giving short phrases and the pupils spelling the words in their proper connection. Dictation on slates is carefully taught, and in many Schools the pupils are required to write in books prepared for the Schools of the County. The mistakes are afterwards corrected by the Teacher, and the misspelled words written by the pupil several times at the end of the book. This is the only correct method of teaching spelling.

Writing.—The authorized copy-books are being gradually introduced into the Schools and a good deal of attention is paid to writing by our Teachers.

Grammar.—This subject is now being thoroughly and practically taught in nearly all our Schools; yet it is a difficult matter to have it taught thoroughly and practically in some Schools from the fact that there is among Teachers more lack of knowledge concerning this important subject than any other. At first there were very few Schools in which analysis was taught; but during the past year there has been a great improvement in the method of teaching and in the manner in which analysis of sentences is taught. The pupils are, at first, taught to pick out the parts of speech, and this is generally done by the conversational method of teaching and without books; and by using suitable sentences on the blackboard.

Geography.—As all our Schools are now well supplied with excellent maps, this subject is taught through them; at first using no books, but giving a great amount of practical explanation, and afterwards using in connection with the maps, Lovell's small geography.

Agricultural Chemistry.—This subject is taught in a few of the Schools and generally by our second-class Teachers, and by those Teachers preparing themselves to come up for second-class certificates. In some Schools it is taught very thoroughly and practically, reflecting great credit on those Teachers so actively engaged.

Mental Arithmetic.—Beyond practical questions in the simple rules this important subject is not taught except by a few Teachers. I found one Teacher teaching this subject very efficiently without a text book—which is the correct way—but by using the blackboard to teach the method of working certain questions in analysis and then drilling the whole class, and finally giving a great variety of questions *extempore*, and to be worked after the same model. There is no authorized text book on mental arithmetic, for the mental arithmetic at the end of the authorized book is useless, and the people and Teachers regret very much that the "Council" saw fit to withdraw their sanction from Sangster's and authorize an inferior arithmetic.

I think there is no subject so useful to the pupil in enabling him to master written arithmetic, in cultivating his powers for analysis, and to develop and invigorate the most important of his intellectual faculties. At some future Convention I intend to show the best method of teaching the subject, and I hope to have it introduced into all our Schools during next year.

Teachers' Convention.—On the whole, our Teachers have improved much during the past year, and I think this due in a great measure to the practical way in which our Convention has been conducted. I think it deserves more of the name of an "Institute" than a "convention" from the fact that no discussions have been allowed, but the most improved methods of teaching all the School subjects have been shown, and this has been of great practical benefit to the young and inexperienced Teacher, enabling him to teach after the best system and with more life and energy, in fact giving life and energy to all. It has been well attended throughout the year, but I am sorry to say that some Teachers have attended very irregularly and they are generally the Teachers who have the worst Schools, and need the help of the Convention, but they don't come. We meet the third Saturday in every month.

Religious Instruction.—The Commandments are repeated by the scholars in many of the Schools, and many Teachers open and close their Schools by reading a portion of Scripture and using the prescribed form of prayer.

Conclusion.—We need more thoroughly trained Teachers—Teachers who have been thoroughly taught how to teach and conduct Schools according to the improved method, for a Teacher may obtain a third-class certificate and yet may be entirely ignorant as regards the method of teaching, conducting and governing a School. I have found that scholars coming from Schools in which the subjects are taught according to the improved method invariably make good Teachers, and such Schools do an incalculable amount of good by sending out young men and women thoroughly acquainted with the right method of teaching.

Teachers before teaching at all should be compelled to attend some training School, and if more Normal Schools are to be established, the same system of teaching should be adopted in all, thereby introducing into the Schools of the Province the same uniform system, and I fully believe that the important part of a Normal School is the lectures given on the methods of teaching all the School subjects.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esq.—Report No. 1.—There was a much greater amount of sickness in this County during the past year, than usual. The measles, mumps, whooping cough, scarlet fever and such circulating epidemics, were more than usually prevalent. This may explain the generally irregular attendance of pupils.

As regards “no enclosure of the School sites,” I may state that, generally where the building has been so good as to be considered *permanent*, and in many other instances, I have brought the rule of the Department, or rather of the Council of Public Instruction, before the Trustees, and urged their compliance with the same at their earliest convenience. In many cases this has been promised; but in some, where the house is situated on a side road, or one not much travelled, the plea has been that it is necessary as a play-ground, in addition to the generally too-small yard. On insisting upon an enlargement of the yard, I am sometimes met by the statement that it is impossible, owing to the unwillingness of the owner of the adjacent land to sell any, and the disinclination of the Trustees to compel him; or, perhaps, the promise that they will do so “before long,” or “at some future time.”

I may report generally, in reference to this and other shortcomings on the part of School authorities, that there is a wide-spread feeling of opposition to the last School legislation; an idea that the exactions of the School Law are much too severe, and a forgetfulness on the part of parents generally, that their children may reap the entire benefit of these exactions. This feeling has been greatly heightened and strengthened by the exceedingly unfortunate criticisms of a few of our leading newspapers, which renders it a matter of no small difficulty to enforce many of the recent provisions relating to our Public Schools. Added to this, there is the fact, that a large number of our School Sections are *poor*, and find the increased burdens consequent upon the rapid advance in Teachers' salaries, and the many new School Books purchased under the new course of study and classification, quite as much as they can meet at the present. For these reasons, and for the further one that I had some fear of embarrassment, in the event of proceeding to extremities, from the veto power of the Executive Council (which had the effect of nearly nullifying the “Adequate Accommodation” clause,) I have been somewhat lenient, perhaps you will say *too lenient* in the administration of the School Law and Regulations in this County.

It remains with your Department to say, whether my course, under the circumstances, is to be approved, or not. It will aid me greatly, however, in the further discharge of my duty, to be able to say that the Department of Education insists upon a strict enforcement of the School Law and Regulations, but I almost fear the results in some localities.

In reference to Quarterly Examinations, I must confess that I have found some difficulty in securing an observance of this rule in every case. In small Schools, the attendance at the close of some quarters is so very small, that a quarterly examination seems like a farce, and is very reluctantly observed by the Teacher. I have, however, given all

to understand that it is essential, and upon learning that it was not observed, I am met generally by the excuse that the School was broken up through sickness, or other satisfactory cause.

I had resolved, however, that I would in future insist more strongly upon these examinations than ever before. I think it desirable that as many special opportunities as possible should be provided for the parents to visit the Schools, and the examinations provide such, besides being a stimulant to the Teacher.

Libraries have been recommended, and where Sections are able, insisted upon. But as there is no specific penalty, this is, in most cases, disregarded or postponed.

Time Tables are generally used, though not always hung up. Where there is no clock in the School, I can see little advantage in having the Time Table in sight of the pupils. *Merit Cards* are not generally used. I think they are very useful, *for a time*, with the smaller pupils, but they soon lose their effect. I have generally recommended them to Teachers without a good method of keeping the standing, but the apathy and opposition of Trustees have prevented them being supplied in many cases. I have had many of the Schools supplied with weekly reports to parents, which work well.

In most cases of omissions, you may understand that promises have been made to remedy the deficiency as soon as possible. It is my expectation that the Schools of this County will be brought to observe all the Regulations of the School Act within a reasonable time. I expect to issue a circular to the School Boards of the County, explaining the object of the more generally misunderstood provisions, and calling upon them to act at once in the matter.

In conclusion, I am happy to state that the new Regulations generally have had a good effect as far as adopted, and that the Schools in Prince Edward were in a better state of proficiency last Autumn, than ever before during my four years' incumbency.

Report No. 2 (August, 1873.)—Some progress has been made during the past year in securing improved School Accommodation, but many houses are yet in an unsatisfactory condition. Difficulties, in the form of insufficient titles—proposed changes of sites, and remodelling of Sections—have in many cases deferred the action of Trustees in this very necessary duty. The prospect, however, now is, that by the close of 1874 there will be hardly any of our School premises at variance with the requirements of the law.

In other respects, such as the proper arrangement of yards, establishment of Public Libraries, &c., progress is also being made, though not so rapid as I would like to witness. In the matter of Libraries, I have conferred with several Township Councils, urging them to procure the necessary books and allot them to their several School Sections as a circulating library. From the obvious advantages offered by this method, I trust some Councils may be induced to adopt it.

As regards the general condition of our Schools, I believe I am warranted in reporting the progress as nearly satisfactory. The Teachers generally appear to be more zealous and to strive for success more determinedly than heretofore, while the thoroughness of the instruction imparted in many Schools is very encouraging. Of course we still have to contend with the old difficulties, such as the too-frequent change of Teachers, and the irregular attendance of pupils, and their influence is in some instances sadly disheartening. To check the former evil, I suppose the proposed scheme of Township Boards is the only certain remedy. To prevent the irregular attendance of pupils, a plan has been adopted in one of our Schools which promises to work well. The Trustees have had printed and distributed to each family in the Section, a sheet containing extracts from the "Duties of Masters", and the whole of the "Duties of Pupils in our Public Schools" as prescribed by the Council of Public Instruction. From this, parents can see the penalties attached to unnecessary and unexplained absence from School, as well as improper conduct while there. This method, thoroughly carried out by Trustees and Teacher, will reduce this greatest of grievances to a minimum. I expect to introduce it throughout the County.

Another appliance used with good effect during the past year in most of our Schools, is the pupils' card of standing or weekly report to parents. Accompanying this are the two forms in use—the one for junior, the other for senior classes. At my request, I am authorized by the County Council to supply all the Schools at the expense of the County. I invariably insist that they or the merit cards shall be used by each Teacher.

A great difficulty has been experienced by most of our Teachers in forming a Time Table to conform to the prescribed Programme and Limit Table. I enclose a form prepared and printed for distribution as a model from which each Teacher might arrange one to suit his own School. This generally has been done, and with very good effect.

Our Association for Mutual Improvement continues its beneficial influence upon our Schools, while our Teachers' library is pretty well patronized. We have been receiving several educational periodicals from the United States, which are found to be very instructive and interesting. But there are some more thorough means of instruction still greatly needed by Teachers generally, and I am pleased to observe indications of the organization, throughout the Province, of Teachers' Institutes. With increasing numbers of young inexperienced members yearly entering the profession, very many of whom are unable to seek the requisite Normal training, there is very great need of the best substitute that can be provided. This is, undoubtedly, the Teachers' Institute, which may justly be regarded as the *missing link* of our Public School System. I would most heartily commend the subject to the careful consideration of our educational authorities, and the liberal provision of the Legislature of Ontario.

MODEL TIME TABLE.

IN ACCORDANCE WITH THE PUBLIC SCHOOL PROGRAMME AND LIMIT TABLE.

SUBJECTS.	CLASS I.			CLASS II.			CLASS III.			CLASS IV.		
	STUDY.	RECITATION.		STUDY.	RECITATION.		STUDY.	RECITATION.		STUDY.	RECITATION.	
OPENING	FIVE MINUTES.	9:20 to 9:40		9:20 to 9:40	9:40 to 9:50		9:20 to 9:50	9:50 to 10:5		9:20 to 10:05	10:05 to 10:25	
READING	9:5 to 9:20			9:50 to 10:25	9:05 to 9:20		10:05 to 10:50	9:05 to 9:20		9:05 to 9:20	10:25 to 10:50	
SPELLING.....	9:40 to 10	Minutes.			10:25 to 10:50							
ARITHMETIC	10 to 10:50	11 to 11:15			11 to 11:15							
RECESS.....	Ten	11 to 11:15		days.)								
OBJECT LESSONS.....	CHEMISTRY	(alternate		11:15 to 11:30	11:30 to 11:50		11 to 11:30	11:30 to 11:50		11:30 to 11:50	11:50 to 12	
NATURAL HISTORY AND	11:15 to 11:30	11:30 to 11:50								11 to 11:15	11:15 to 11:30	
GEOGRAPHY	One	Hour.		1:15 to 1:40	1 to 1:15		1:15 to 1:40	1 to 1:15		1:40 to 1:55	1:55 to 2:10	
NOON RECESS	1 to 1:15	1:15 to 1:40			1:40 to 1:55			1:40 to 1:55			2:10 to 2:20	
READING					2:20 to 2:50			2:20 to 2:50			2:20 to 2:50	
GRAMMAR.....												
SPELLING.....												
WRITING.....												
RECESS.....	Ten	2:20 to 2:50										
ARITHMETIC.....	1:40 to 2:20	Minutes.										
HISTORY		3 to 3:20										
DRAWING		3:20 to 3:45										
VOCAL MUSIC		3:45 to 3:55										
CLOSING.....	Five	Minutes										

The above, prepared for the Teachers of Prince Edward, is adapted for Schools comprising the first four Classes of the Programme, and intended to apply to the first four days of the week. Friday is expected to be a general review day, when the subjects of Composition and Christian Morals will also be taken up. Slight changes may be necessary, to suit the comparative size of Classes—the larger ones requiring more of the Teacher's attention than the smaller.—Written recitations should frequently be required instead of Oral, from the higher Classes. A Clock will be found essential in carrying out this Table.

G. D. PLATT, *Inspector.*

PICTON, JANUARY, 1873.

(FOR SENIOR CLASSES.)

PUBLIC SCHOOL No. _____,

Card of Standing for School Term ending _____ 189

Week.	Attendance.	Conduct.	Diligence.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Composition.	Chemistry.	Algebra.	Book-Keeping.	Geometry.	Parent's Signature.
1															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															

Absent during term _____ days ; late _____ times ; missed _____ lessons.

The number _____ is the highest that could be obtained in each column.

The above standing, marked from the Teacher's private record at the end of each week, is to be taken home by the pupil for the Parent's signature on the following Monday evening and returned next morning. It is expected that Parents will aid and encourage both Teacher and Pupil by carefully examining the above. Their frequent presence at the school is earnestly desired.

Teacher _____

(FOR JUNIOR CLASSES.)

PUBLIC SCHOOL No. _____,

Card of Standing

for the School Term ending _____ 187 .

WEEK.	ATTENDANCE.	CONDUCT.	DILIGENCE.	RECITATIONS.	PARENT'S SIGNATURE.
1st.					
2nd.					
3rd.					
4th					
5th					
6th					
7th					
8th					
9th					
10th					
11th					
12th					
13th					

Absent during Term _____ days ; late _____ times ; missed _____ lessons.

The number _____ is the highest that could be obtained in each column.

The above Standing, marked from the Teacher's private record at the end of each week, is to be taken home by the pupil for the Parent's signature on the following Monday evening, and returned next morning. It is expected that Parents will aid and encourage both Teacher and Pupil by carefully examining the above. Their frequent presence at the School is earnestly desired.

Teacher.

COUNTY OF NORTHUMBERLAND.

E. Scarlett, Esq.—The failure in the majority of instances to carry out the Programme and General Regulations for Public Schools is, in my opinion, mainly to be attributed to the licensing of third class Teachers to take charge of the Schools of a County indiscriminately. I am of opinion that the Inspector should be consulted as to what Schools in a County a third-class Teacher is qualified to teach. The faithful carrying out of the Programme in our Schools is one of the most vital requirements of the School Regulations. The classification of pupils in our Common Schools previous to 1871 I considered one of the most faulty arrangements of our School system, and attended with the most injurious educational results to the youth of our country. Not very seldom were children of eight or nine years of age advanced to the Fourth or Fifth Readers! And parents, instead of discountenancing this evil, too frequently encouraged Teachers in it by praising them for their cleverness and efficiency in this respect. Although there is improvement—very great improvement, in the classification of the pupils of our Schools, yet the failure to come up to the Programme on the part of some Teachers is one of the greatest hindrances to improvement in those Schools. When children are drafted from book to book before being thoroughly prepared in the subjects laid down in the Programme, the honest motive power to promotion is cut off, and their education greatly retarded. As a remedy for this evil, I would respectfully suggest that all Teachers of Public Schools be required to undergo special training for the important work of the Public School-room.

I believe it would be for the best interests of our Public Schools if Normal School certificates only were granted to the Teachers of our Province. Those whose opinions are worth most in educational matters attach great importance to certificates granted on the recommendation of such men as the late T. J. Robertson, A.M., and Dr. Sangster. I am further of opinion that Teachers before entering the Normal School should have all the book knowledge that is necessary to teach a Public School, and that they spend most of their time there in hearing lectures on "School Methods and School Discipline," and in teaching in the Model School, that their aptitude to teach may be fully ascertained before receiving provincial certificates as Public School Teachers. Indeed, we believe that the highest functions of the Normal School should be to fully prepare Teachers for School-room work, and to ascertain before licensing a Teacher whether he possesses the teaching faculty. This, I fear, is to a large extent overlooked in granting certificates to Public School Teachers.

My time amongst the Schools of this County has been chiefly spent in examining the pupils in the different classes; trying to enforce the New Programme; looking after the condition of the School premises; writing Trustees regarding School accommodation; giving general advice to Trustees, Teachers and parents. As a matter of prudence, I have avoided enforcing too rigidly the requirements of the School Regulations until the people become better acquainted with them.

I am rather ashamed of the sparseness of Public School Libraries in this County, but will do what I can to stir our people up to the importance of such auxiliaries to the educational interests of our country.

On account of the difficulty of getting parents and guardians to attend the quarterly examinations of Schools, many of our Teachers do not hold them as the law requires. Teachers and Trustees generally believe that half-yearly examinations of Public Schools are attended with better results.

Although the Ten Commandments are taught and the Form of Prayer is observed in only half of our Schools, yet you must not conclude that no religious instruction is given in the other half. Although many of our Teachers do not use the Form of Prayer, nevertheless the little daily incidents that occur in every School on account of some irregularity on the part of pupils, and the allusions to religious subjects in many of the reading lessons, furnish good texts for inculcating practical religion; and right well do many of our Teachers ply the consciences of their pupils with this kind of incidental teaching, which, perhaps, after all, is not the least effectual way of impressing truth on the waywardness of human nature.

Upon the whole, I rejoice to say that during no other year for eighteen years have the

Schools of this County made as much real progress as during 1872. The School Law Amended Act of 1871 has instilled new life and new vigour into our School system, which, no doubt, will in a few years tell with unprecedented force on the educational progress of the Public Schools of this Province. There are other amendments to the School Law still needed, which the wisdom of those who originated it and have fostered it to its present effectiveness will supply when the School Act which is about to be consolidated shall be brought for that purpose before our Legislature.

COUNTY OF DURHAM.

John J. Tilley, Esq.—The New Programme has had a very marked effect in introducing system into the classification and teaching of our Public Schools. All the subjects of the first, second, third and fourth classes are taught, if we except Natural History and Agricultural Chemistry. The former subject is not taught in many Schools as yet; but several Schools have introduced the latter, and the number is steadily increasing. In reorganizing our Schools, in 1871, in accordance with the New Programme, very few fifth or sixth classes were formed. The pupils who were then found using the fifth book were placed in the fourth class, in order that all the work of that class might be brought up to the standard. During the past year this has been done in many cases, and in about one-third of our Schools good fifth classes may be formed during the winter term, in which Algebra, Geometry, Physiology and Book-keeping receive their proper attention. Of course, there are many Schools in which a fifth class cannot be expected under their present Teachers. At the half-yearly examinations, the pupils are examined strictly in accordance with the Programme, and in order that they may be prepared for inspection, it becomes necessary to teach according to the Regulations. I regret to say that the hopes I expressed in my last report concerning additional play-grounds, have not been so fully realized as I expected. All the Sections in which new School-houses have been built, have purchased the necessary amount of land, and several others have enlarged, supplied and enclosed their yards, but many seem satisfied with a quarter of an acre, or less. I shall continue to call the attention of Trustees to the requirements of the Regulations. Seven good School-houses were built last year—two of these—at Haydon and at Leskeard—are large, fine structures, with separate rooms for two Teachers. Three were built of brick, three frame, and one concrete. Preparations are being made to build eleven new houses this year. Seven in the Township of Hope, three in Cartwright, and one in Cavan. When we see eighteen Sections building in two years, and know that all the old houses except three contained the requisite number of square and cubic feet, we must award much credit to Trustees and people for the laudable effort they are putting forth to improve their School accommodation. The sixteenth clause of the School Act of 1871 has been of great benefit in equalizing the limits of Sections. By its aid a grievance of long standing has been redressed in Hope, and the Township of Cartwright has been equalized, but we shall never see strict justice done to all ratepayers, and the support of our Public Schools provided for in the fairness and spirit of free School education, until sectional boundaries are abolished. This opinion is becoming general, and I believe the time has come when the change may, with propriety, be introduced. The supply of Teachers for the present year was not equal to the demand, and a few Schools were unable to re-open at the proper time. Salaries have advanced from fifteen to twenty-five per cent. during the past two years. I do not think the class of Teachers has advanced in the same proportion. Our Teachers are now in a transition state. Many who have taught for some time under the old law, and who have attained to some degree of efficiency in teaching, withdraw as their certificates expire, and either retire from the profession or go to prepare themselves for the higher standard. Their places, in many instances, are supplied by young persons without experience, who, by their coming fresh from School, are unable to answer a sufficient number of questions to obtain a certificate. This is, perhaps, an unavoidable result of the change, but it will balance itself in a year or two.

The present system of examining Teachers is, perhaps, all that can be desired as an impartial means of testing the scholastic ability of candidates, but as a means of licensing Teachers, it is open to grave objections. Professedly we license *Teachers*, but virtually we merely give certificates of ability to answer a certain number of questions. Attendance at the Normal School, with the evidence of ability to teach and conduct a School, as certified to by the masters, should have a more important bearing upon the certificates granted by

County Boards. I think it would be better for the Schools if the Easter vacation were done away with. It comes at a time when the pupils do not need any relaxation for the winter class leaves about this time, and it will generally be found at Easter that many of the larger pupils would continue for a few weeks longer; but when the School is closed for a week they do not return. If the summer vacation were extended by this week it would be better. We have two flourishing Teachers' Associations in the County, which include among their numbers nearly every Teacher in the County. From the interest manifested, I look for much benefit to the profession. At our union meeting in Port Hope last October, a resolution was passed, declaring the advisability of establishing County Teachers' Institutes under the direction of the Chief Superintendent.

I find it impossible to fulfil the requirements of the law with regard to lectures. The constant labour of examining Schools from week to week and month to month, travelling, and the varied duties of the office, will be found by experience sufficiently exhausting without lecturing every night. If lectures were given annually in two or three central places in each township municipality, notice being given to contiguous Sections, better audiences would be obtained, and quite as much good would be accomplished for the cause of education.

COUNTY OF VICTORIA, WEST.

Henry Reazin, Esq.—The labours of those engaged in the interests of education in this County have been attended during the past year with gratifying results. The educational standard of the Teachers as well as that of the Schools is rapidly advancing, and the latter seems to keep pace with and to be largely dependent upon the former.

In Mariposa, Eldon and Fenelon many new and substantial brick School-houses have been built during the year, and others are in the course of erection. In most cases the grounds have been enclosed, suitable out-buildings erected, and the School supplied with maps, black-boards, &c.

In the remaining Townships of West Victoria which are rocky and poor, several of them being in the Free Grant District, the School-houses are chiefly log, but in most cases are commodious and comfortable. Many of them being situated on roads that are seldom travelled, and several of them in the forest. I have not insisted on the premises being enclosed. Many of them are still without maps owing to the indigent circumstances of the inhabitants. No other ratepayers of the County tax themselves so highly for School purposes as the people of those northern Townships, many of them having paid in 1872 as high as two cents in the dollar of School tax alone.

I think it a great calamity that some method has not been provided by the Legislature by which maps and apparatus might be furnished free of charge to those really needy School Sections.

I still find it difficult to fill the Schools in those newly settled Townships with legally qualified teachers, that is with Teachers holding class certificates. Teachers from the front Townships dislike to go to back Schools owing to the smallness of the salaries and the many discomforts and privations they are necessarily obliged to undergo from the want of churches, roads and suitable boarding places. I am, hence, obliged to draw largely upon the material furnished by the localities themselves. And here a very serious difficulty arises to prevent the Inspector from using the best of this local material from the fact that he cannot repeat a limited certificate.

I think it would be well if the powers of Inspectors, similarly situated with myself, could be extended in this respect for a few years.

The new method of examining Teachers, and the system of classifying the Schools and regulating the work done in them seem to be giving satisfaction and to be attended with beneficial results.

COUNTY OF VICTORIA, EAST.

J. H. Knight, Esq.—I consider imperfect classification to be one of the chief obstacles to successful teaching, and would beg to suggest that at future examinations of Public School Teachers questions be prepared with the view of showing how far the candidates are acquainted with the Programme of studies as prepared by the Council of Public Instruction.

I have for some time adopted the plan of examining all scholars above the first-class by name, and as much as possible in writing. In the case of those Teachers who have general

registers, I sign my initials opposite the names all the scholars whose classification I approve of, that is to say, those who shew themselves familiar with the whole of the work of the next lower class. The names of these scholars I read out to the School. Of the others, any who are very backward, I instruct the Teacher to put into some lower class, and those who are forward in some subjects and backward in others, I name the subject in which each scholar is backward and recommend that extra attention be paid for a time to those subjects.

I beg to call your attention to the column of post offices to which the *Journal of Education* should be sent. A few Trustees complain that they do not receive it. I do not know where the fault is. Sometimes the Post Office is changed owing to the new Trustee living in a different part of the Section. The list sent contains one or two additional Schools and is, I believe, correct.

I have at different times forwarded to you applications for poor School grants. Can you inform me when they will be reported on?

COUNTY OF ONTARIO.

James McBrien, Esq.—The New Programme is carried out in its principles; classification according to the real knowledge of the pupils; gradation which may be called our Educational ladder; an equal distribution of the Teacher's time according to the weight and importance of the subject to the exclusion of pet subjects, hobbies and vain-glorious exhibitions. I am unable to report its introduction in all its subjects, so necessary to constitute a System of Education adapted to the nature of the child at different ages. 2. The law regarding ample School Accommodation works like a charm, and will soon accomplish its great and glorious object. Many stately, commodious, and comfortable School-houses have replaced hovels, none too good for the inferior animals. This law is, indeed, an advocate of children's rights. 3. The law in relation to the Superannuation Fund is satisfactory to nearly all except the stepping-stone Teachers who fetter the progress of education. At first great ignorance of this law prevailed, but the clouds are dispelled; hence there is satisfaction and even delight, for they feel that they cannot make a better investment. 4. In the mode of testing the pupils' knowledge, there is an unquestionable improvement. When I first began to inspect, the Teachers questioned particularly and unsystematically, now topically and systematically: hence the scholars are necessitated to study subjects minutely and in their associate links. 5. Teachers, in general, are alive to the weight and importance of Mechanical Drill, and therefore they have their pupils sit properly, stand erect, move from and to their classes in exemplary order. This preserves health and promotes obedience, two grand essentials in a good education. 6. I regret that I am not able to report more favourably on the momentous subject of moral education. There is some improvement in this respect. The Ten Commandments, the grand land-marks in the Kingdom of God, are taught in a greater number of Schools than formerly, but the *Instruction* necessary to establish the balance between the intellectual and the moral natures, is not sufficiently given. 7. The *Journal of Education* is not regularly received, at which the people express deep regret. This indicates the high esteem in which it is held as the great source of light on School matters: it is the School-master abroad. 8. I am happy to be able to report progress, in general, not so much in the extent of the acquisition of knowledge, as in the principles on which the pupils are educated. I mean they work more with their understandings, or in the light and not in the dark as formerly. The ends of education and the means of attaining these ends are much better understood; and the various processes of Instruction necessary to train every faculty of the minds, are more referred to first principles. As we have established the relation between the CAUSE and its effect, between the MEANS and the end to be attained, we have solidier grounds on which to hope and rejoice in the prospect of a more glorious future.

COUNTY OF YORK, NORTH.

D. Fotheringham, Esq.—From the Report it will be seen that there are, in the Northern Division of York, 73 School-houses. Of these, 31 at the beginning of the year were adequate; 33 are still inadequate; two have been enlarged and seven built during the year. 17 are built of brick; 52 are frame, and four log buildings. The accommodation furnished in these is sufficient for 7,000 pupils, whilst the School population is 10,400.

Of sites, 32 were adequate ; 20 are still inadequate ; and 21 have been enlarged during the year. 48 titles are freehold, 24 leased, and one has no title. Only 12 are without enclosure.

The estimated value of School property is \$71,269, while the assessed value of the whole Division is \$6,948,562 ; and the expenditure (from all sources) for School purposes—building, salaries, and so on—was \$45,392. Deducting \$6,728 from this amount for municipal and legislative grants, we have left \$38,664. Were this last amount all raised by taxation, the rate on the assessed value of the Division would be about $5\frac{3}{4}$ mills on the dollar. But as at least \$3,500 of Clergy Reserve Fund were distributed amongst the Schools, the rate of assessment is reduced to about 5 mills.

From the second table it appears that 85 Teachers—60 males and 25 females—were employed at the end of the year. 20, or nearly one in four, held Provincial certificates ; 43, or fully one in two, held old County certificates ; and 21, or one in four, held new County Board certificates.

The amount paid in salaries was \$27,761 : to male Teachers \$21,680 ; to female Teachers, \$6,081. This gives an average to the former of \$361.33 ; to the latter, \$243.25. Since last annual report 39, or nearly one-half the Teachers, were changed.

The number examined on my first visit was 3,258 ; on the second, 2,768. Each Teacher's department or School received, on an average, a visit of $4\frac{1}{4}$ hours on the former, and $3\frac{1}{2}$ hours on the latter occasion.

Special calls and regular visits numbered 176 ; and lectures were delivered, mostly in evenings, in 71 cases. In all, the leading features of the new law were discussed.

The Roman Catholic Separate School in Newmarket has not, in accordance with instructions, been inspected by me, and its statistics are therefore not included in any of the tables.

The 82 School-houses in the nine municipalities are reported to furnish accommodation for 7,522, so that 4,000 are unprovided for with the moderate space required under the Act of '71.

Sixty Schools out of 82 are opened and closed with prayers ; and in 53 the Commandments are taught.

The whole number of maps in these Schools is 780—an average of about 10 to each School. The sum of \$1,133 was expended in the purchase of maps, tablet and object lessons, &c., during 1872. This is a very gratifying amount when it is remembered that the Department furnishes an equal sum. The Schools have therefore been furnished with apparatus to the extent of \$2,266—over \$27 worth to each School.

There are only 36 P. S. Libraries, containing 6,626 volumes. 558 separate individuals are reported as applying for reading material, and 3,180 books were taken out by them. If all the applicants were from among the School population, then *one* out of 21 applied for books out of the P. S. Libraries in 1872.

Very considerable progress has been made in the introduction of nature-teaching through object lessons, drawing and music. The children are delighted with these subjects of study where introduced. Teachers generally are cordial ; but in some quarters parents cannot see any use in employing time over such things.

Much has been done during the year to provide suitable out-door accommodation, water, fences, grounds, and to put houses in good condition. But still greater progress is anticipated during 1873, as contracts are now being let for the erection of fine brick houses with anterooms, class-rooms, and so on. So soon as it shall be certain that the Legislature will not diminish aught of the " tale of bricks," it is fully expected further and large additions will be made to the School accommodation.

An obvious increase of interest has been shown in educational matters ; and, generally, people are preparing to meet the increasing demands of the times. Many begin to feel and believe that a sound education is better to their sons than any patrimony could be without it, and are ready to make the necessary *investment*—for I shall not call it *sacrifice*—in houses, grounds and apparatus.

The point upon which it seems most difficult to liberalize views is in regard to the remuneration of Teachers. In not a few cases Teachers are employed because they will accept low salaries ; and they are often changed because a few dollars can be saved in that way. In this Division thousands of dollars could not repay the loss sustained by the change of 39

Teachers in 12 months, especially when it requires on an average three months for a new Teacher to get a School in thorough working order and spirit.

Not one Teacher's residence is provided in the whole Division.

Many Teachers have difficulty in securing suitable boarding places, and in some instances they are obliged to take up their quarters in public houses because no private family is willing to take them in. To make Teachers feel that their services are of a high market value; that their society and influence are desirable; and that their profession is highly honourable, is obviously necessary to make the School system successful. If salaries are cut down or kept down, though prices rise on every hand almost every day; if a Teacher is made to feel that he has no certain dwelling place; that he may be in York this year and may be in Kent or Stormont next, this is surely not likely to develop in him the ambition and feeling of permanency which are essential to the best and highest services.

To this state of matters there are honourable exceptions. Some small and comparatively poor Sections think of the character and ability of the Teacher first, and of the salary afterwards, giving for them high wages, and seeking to retain the same Teacher from year to year. When Teachers' residences are considered as necessary as School-houses to the permanency and success of the profession, a new era will have begun.

With increased pay to Teachers there must come increased competition and higher attainments; following these, more permanency and more ambition and success.

Nothing will remove the third evil of our present regime more effectually than the formation of Township Boards of liberal-minded Trustees.

As the three first-mentioned evils are removed, the fourth will disappear.

COUNTY OF YORK, SOUTH.

James Hodgson, Esq.—I have twice inspected each of the Public Schools and the departments thereof, and also the Roman Catholic Separate Schools explaining and informing (*wherever necessary*) all matters connected with the School Law bearing upon the duties of Public School Trustees, especially those relating to School accommodations, School furniture, site, conveniences &c.; the importance of regular attendance on the part of the pupils, and any other matter having a direct or indirect bearing upon the success of Public Schools.

In my report for 1871, the course pursued by me to ascertain the status of each School was clearly set forth, and during the past year, the same plan has been followed up, numbers having been given to each pupil indicating the standing of each in the different branches, by a comparison of which correct data could be obtained for ascertaining the progress made, or otherwise acting as a healthy stimulus to both Teacher and pupils. In making my half-yearly visits it was satisfactory to find that the Inspector's return was looked forward to with pleasure by the pupils in general, and that a spirit of emulation was being produced, leading in very many instances to very marked improvement.

From the special reports of each School, sent in by me, it may be seen that in South York, the status of the Public Schools is, upon the whole, highly satisfactory. From the classification of each School, as indicated in my special reports, before referred to, there are :

17 Schools of the highest grade	(No. 1 A)	<i>very good</i>
20 " " next "	(No. 1)	<i>good</i>
21 " " third "	(No. 2)	<i>fair,</i>
10 " " fourth "	(No. 3)	<i>middling,</i>
4 " " fifth "	(No. 4)	<i>poor,</i>
1 " " sixth "	(No. 5)	<i>bad,</i>
2 R. C. Sep. third "	(No. 2)	<i>fair</i>
2 " " fourth "	(No. 3)	<i>middling.</i>
1 " " fifth "	(No. 4)	<i>poor.</i>

During the past year, several Boards of Public School Trustees, when directed to do so, most readily engaged an assistant Teacher when the Regulations required it, on account of the large attendance. I have to report, however, that there are yet 14 Schools in South York, with a daily average for the past year of from 50 to 70 pupils, where only one Teacher is employed. In all these Schools, especially during the winter months, it is impossible for the Teacher to give that attention to the senior pupils, which, under the circumstances, they

ought to receive. Time at School with them is very precious, and their opportunities for improvement in the necessary branches of study will soon have passed by, when they must of necessity engage in the more active duties of life. It is therefore of prime importance that every facility be afforded them and aid be given them. To this I have not failed to call the attention of Trustees, and I have full confidence that in good time, its desirability will be warmly acknowledged, and the requisite assistance will be provided. If the people can, in this way be induced to think for themselves, they will soon be willing to tax themselves. During the past year 6 large and commodious School-houses have been erected; 2 in Scarborough, 2 in York, and 2 in Markham; and during the current year, several more will be completed, for some of which building materials are being provided by the Trustees at the present time.

In conclusion the Inspector feels confident that, before long, adequate School accommodation and every other requisite for School work will be provided in each of the School Sections of the southern division of the County of York. Progress and thoroughness are the sure results of an enlightened public spirit, before which ignorance and indifference will soon pass away.

COUNTY OF PEEL.

D. J. McKinnon, Esq.—In 1871 there were 101 pupils of our County Schools in Class VI, and 1,159 in Class V, while in 1872 we report but 3 and 144 respectively in these classes. This is but an example of the results of a general process of reduction, descending through which nearly all our Schools passed during the past year, and the necessity of which is illustrated by the fact that during my first round of visits the pupils of Classes VI., V. and IV. spelled correctly not more than (average) 50 per cent. of test words selected from the Second Reader; while many who were working at Fractions and Proportion were unable to set down in arabic numerals "two hundred and three," or to multiply 4,685 by 4,030, and were equally deficient in other branches. Teachers generally appear to welcome the introduction of a Programme and Limit Table, as in some degree a safeguard against their own desire to please parents and Trustees, who are better judges of quantity than of quality, and who too often measure their children's progress, and consequently the Teacher's success and salary by the number of leaves turned over. We find, however, even amongst the Teachers, some whose ideas of the fitness of things, as exemplified in their attempts at classification, would infallibly lead them, if placed in charge of a woollen mill, to send the fleece to the loom, without requiring the usual preliminary acquaintance with the cards and the spindle.

Most of our Schools are supplied with *Visitors' Books*, but few with *General Registers*. The greater number were furnished some fifteen years ago with *Libraries*, but these have been read through, worn out, lost or sold by auction, and there is little disposition to renew them. *Maps and apparatus* are more cheerfully provided when required.

It will be observed that 22 out of 74 Schools report that the *Journal* is not regularly received.

Teachers' salaries have risen about 10 per cent. during the past year, and are quoted thus in rural sections:—Males—average, \$345; highest, \$450; lowest, \$260: Females—average, \$245; highest, \$300; lowest, \$168. There was but one Provincial First-Class Teacher engaged in the County.

The *attendance* is very irregular, the "compulsory clause" being a dead letter. Out of 7,052 children on the roll, but 87 attended 200 days or more out of 218. It may be worthy of remark, that the Trustees' reports, when first received, showed 173 as having attended the above mentioned time; but, on comparison with half-yearly returns, and, in some instances, with School Registers, the number was brought down to 87, as aforesaid. A commentary upon the value of our School statistics as a basis for legislation!

Owing to the still unsettled state of Section boundaries, but little has been done during the past year in the matter of *School Accommodation*. In July last, three Townships, comprising five-sevenths of the Sections of the County, were placed by the County Council in the hands of Revision Committees, in accordance with the provisions of Sec. 16 of the Act of 1871. These Committees met, and agreed upon a joint scheme by which, with six School-houses fewer than at present, the average maximum distance to be travelled by pupils in each Section would be reduced by nearly half a mile, and the areas of the various Sections very much equalized. In the way of carrying out this scheme, however, certain practical difficul-

ties interposed, which could be removed only by legislation, and the Committees therefore resolved to defer definite action until it should be seen whether several amendments to the existing law, for which they unanimously memorialized the Government, should be incorporated in the expected School Bill.

The Trustees of the County, also, at a very large meeting, held in the court-house, Brampton, on the 11th February instant, and presided over by Robert Smith, Esq., M.P., adopted the following resolutions as the basis of a memorial to the Legislature:—

1st. "That the Municipal Council of each Township should be required to levy upon all the taxable property of the municipality an equal School rate, and should pay therefrom to the local Trustees of each Section a sum equal to at least three-fourths of the average salary of Teachers in such municipality during the year then last past."

2nd. "That the Municipal Council of each Township should have the right to determine the site of each School-house hereafter to be built, subject to the same appeal as now by law provided against Township by-laws for the alteration of Section boundaries."

3rd. "That when Section boundaries are altered, the ratepayers separated from any Section should receive from the Trustees of such Section, as their share of the School property, a sum proportional to the value of their property thus separated, as compared with the assessed value of the whole Section; and should, in like manner, be required to pay to the Trustees of the Section to which they are attached, their proportion of the value of the School property of such Section."

4th. "That the Municipal Council of each Township should have authority to purchase from the Trustees thereof, at a valuation, the School property of each or any Section, and to hold or dispose of the same for the general benefit of the Schools of the Township."

From the above resolutions it will be observed that the people of this County, while sensible of the evils connected with the present sectional system, are still strongly averse to the introduction of the Township Board system, as tending to remove the management of the Schools too far from the hands of those most interested; and would prefer to either a middle course scheme, combining equalized municipal taxation with sectional control.

COUNTY OF SIMCOE, SOUTH.

Rev. W. McKee.—There are in operation in the several Townships of this Division 97 Public Schools, namely, in West Gwillimbury, 15; Tecumseth, 14; Adjala, 10; Mono, 12; Mulmur, 11; Tossorontio, 4; Essa, 14; Innisfil, 16; Bradford, 1 (in 3 departments.)

Every one of these Schools I inspected twice within the year, and at both visits I examined all the classes in each School, generally concluding the inspection with a brief address, in which I principally sought to urge the importance of the following points: viz., 1st, Of a right method of instruction; 2nd, of regular and punctual attendance; 3rd, of strictly conforming to the prescribed programme of studies; 4th, of maintaining good order and discipline.

I may mention also that in all the Schools in which such a course seemed to me necessary or called for, I myself taught one or more of the classes, with the view of showing or exemplifying to both pupils and Teachers how the lesson or subject in hand should be taught in a Public School.

The Schools are working steadily, and, as a general thing, are fairly meeting the educational requirements of their respective localities.

They are not indeed all that they ought to be, nor even all that I expect them soon to become; still, upon the whole, they are pretty well conducted; and there are none of them which has not exhibited evidence of progress or improvement.

On my last round of inspection I met with very fair proficiency in the essential or fundamental subjects of popular education, namely, reading, spelling, writing and arithmetic; and I might likewise add, in geography, English grammar, history and some other branches of study.

A few of them are below the average—the teaching being inferior or inefficient; but even these are better than they were. And I hope to soon see them advanced to at least the ordinary standard, if not to a higher rank. In contrast with the latter class there are a small number of Schools of which I can speak in warm terms of commendation. They are, indeed, remarkably good, and are imparting an education of a high order, the teaching in them being practical, efficient, accurate and thorough. Several of them are conducted by young men or

women who were trained in the Normal School ; and I confess I have often expressed the wish that all the Teachers of the Public Schools had received a professional training. Late observation has deepened in my mind the conviction, that the great thing now required, in order to make our noble School system *practically* complete, is just a full supply of *well-trained* Teachers ; and I firmly believe that to establish and maintain two or three additional Normal Schools, would be one of the very best and most beneficial works which the Government or Legislature of Ontario could undertake or accomplish.

Viewing the educational interests of the Province at large, and considering more particularly the inestimable advantages of a sound education for the youth of the country, it is, in my opinion, impossible to exaggerate the great importance of an adequate supply of *well-trained* School Teachers.

This is indeed *the great desideratum*.

School-houses and Premises.—I have been obliged to pronounce the School accommodation insufficient in nearly ninety of the School Sections of the Riding.

In each case I addressed a letter to the Schoolmasters, calling their special attention to the matter, and expressing the hope that they would take steps for having the requirements of the law fulfilled within a reasonable time. I forward along with this report a copy of the letter in question—remarking that the wording was occasionally varied to suit the particular circumstances of the case.

Tried by the legal standard, there is not, I believe, in the whole Riding, one School-house which is sufficiently large, properly ventilated, adequately furnished, and provided with all the requisite out-door accommodations.

Fine new School-houses—comfortable and commodious—have been built during the summer. Preparations, however, are being made for the erection of a much larger number in the year 1873 ; and I have reason to believe that, during the same year, much labour and attention will be given to the enlarging or the improving of School-houses and of School premises throughout the Riding.

COUNTY OF SIMCOE, NORTH.

J. C. Morgan, Esq., M. A.—School-houses.—In the majority of cases I find Trustees unwilling to make any changes in the School-houses until they are condemned by me. It is, in too many cases, owing to a fear of being put out of office for increasing the taxation. When once condemned, however, they are generally very ready indeed to put up houses of a superior class, many of the new ones being brick. The present School-houses are for the most part very bad indeed, many being most unhealthy, and not one yet furnished quite as it should be. When, however, I compare their condition with respect to maps, &c., with a year ago, the change effected is most encouraging.

Comparatively few of the School-yards are yet fenced, and I have urged neither this nor the purchase of a proper amount of land for a site, preferring to have the Schools properly supplied with desks, maps, apparatus and other appliances for teaching before improving their appearance. I have only found four Schools with shade trees planted, and two of these owe their beauty to the exertions of one and the same Teacher. The exterior of the houses is only matched by the inside. Broken plaster, soiled paint, bare wood, and unwashed floors were the order of the day a year ago. Now I find that a great improvement has taken place, although Teachers still complain that they have to sweep the room themselves, and that it is quite impossible to get it washed more than once a year, in many cases not so frequently. The fact is that until Trustees exhibit a more liberal spirit towards Teachers, and take more pains to acquaint themselves with the requirements of the new Law and Regulations, we cannot hope for any permanent change in the condition of our Schools, and as long as Teachers are as ill paid as at present they are, we must look in vain for the class of men that alone should be placed over the youth of our land. The apparatus in the Schools has been, and still is, of the very scantiest description, and that, too, in spite of such *comparatively* large sums being spent in this direction during the past year. Now almost every School has a good set of maps, and the other requisites must soon follow. I have found it a very good plan on visiting a School to make a memorandum in the visitors' book of the improvements to be made before next half-year, to keep a copy of this in the Inspector's private book, and then see on the next visit how many of the improvements have been made. When the Trustees

know that this is done they seem to be much more anxious to carry out instructions left. One fact which strikes one strangely with respect to the internal improvements of our Schools is that in the district of Muskoka, and other very new and poor places generally, the people and Trustees seem much more willing to improve their School than in older places. There is no doubt whatever that a great check is kept on the progress of the Schools by the insane desire, so prevalent throughout the County, of multiplying School Sections, and thus diminishing their efficiency.

School Management.—If possible this seems not only to have matched the condition of the School-houses, but to have gone beyond it. The examinations for 3rd. class, though now much too easy, were formerly little better than a farce, and thus we had a large number of utterly incompetent Teachers at work in our Schools, Teachers, too, without any previous training, and quite ignorant of the proper requisites for a School. This state of things is now rapidly passing away, and we are getting a number of trained Teachers among us. Of one thing I am convinced, the more Teachers we get from the Normal School, who have been trained there, the better off are we. I find the greatest difficulty in carrying out the provision of the law with respect to* assistant Teachers, and that, although I make no demand unless the *average generally rises above fifty*, and although I offer to give six months "permits" to any pupils who, on examination, can convince me of their fitness for the position. There are a few Schools which are carrying out the requirements, and still more are going to do so. In one or two of the wealthiest Sections, however, nothing will be done until grants are withheld; this I purpose doing next half-year. I am strongly of opinion that a system of pupil Teachers, somewhat similar to that in vogue in the mother country, might be advantageously employed in Canada, more especially in such districts as mine. It would, doubtless, pave the way to the employment of proper assistant Teachers.

It is a matter of very great regret that, owing no doubt to deficient postal arrangements, or to the negligence of the Trustees themselves, the *Journal of Education* is not more generally read. Whenever it arrives regularly the Trustees, with one exception, as far as I know, are ready and anxious to do all that is required of them. I do not believe it possible to inspect any School properly in half a day, and yet the immense district (comprising the Muskoka territory) over which I have control, renders it impossible to grant even as much as this. It would be a great matter if the district of Muskoka were to have a resident Inspector, as it is quite impossible that, living at the distance I do, I can look after their interests as they should be looked after. The rapid educational improvement of the territory is due in a great measure to the liberality of the Department of Education, a liberality which is fully felt and appreciated.

A general and very strong feeling in favour of Township Boards has sprung up throughout the country. It is unquestionably the only right method of managing the Schools in a Township, and should be generally followed. I believe that many Sections are earnestly praying for Government influence in the matter. With regard to the new Programme, I may state, and I do so with considerable pleasure, that very few indeed of the Schools are now classified except according to the Programme, and the provisions with respect to science in the 4th class are being generally followed in the Schools where a 4th class exists. This is, however, the exception, as I strongly discourage any promotion unless the necessity for it palpably exists. To obtain a proper classification, it has often been necessary for me to do the work myself, but the result has *much more* than repaid me.

Finally, I can state fearlessly that the new law is now looked on with almost universal favour, and that in nearly all its provisions it is calculated to effect changes and improvements of the most extensive and beneficial character.

COUNTY OF HALTON.

Robert Little, Esq.—1. In this County there are 55 rural Sections in the Townships of Esquesing, Nassagaweya, Nelson and Trafalgar, and 3 civic Sections, viz.: Georgetown, Oakville and Milton. In the Schools of these Sections, accommodation has been provided for 4,734 pupils. During the year, 5,930 pupils between the ages of 5 and 16 years were enrolled on the registers of the Schools. The whole number of pupils "of all ages," whose names were registered, was 6,341. The following table shows that increased accommodation is required in *every* municipality of the County:—

	Nelson.	Trafalgar.	Esquesing.	Nassagaweya.	Georgetown.	Oakville.	Milton.
Number of pupils } for whom accommo- dation is provided.	1,064.	1,116.	1,151.	662.	300.	300.	150.
Number of pupils } enrolled between 5 and 16 years.	1,185.	1,203.	1,688.	812.	324.	430.	288.

The Trustees, by laudable efforts, provided during the year increased accommodation for 1,160 pupils. The disproportion existing between the accommodation required and supplied will be still further reduced during the present year.

In the Township of Nelson during 1872, one concrete and three brick School-houses were erected, at an average cost of over \$2,000. Each of these Schools stands on a site of an acre in extent.

In the Township of Trafalgar four concrete School-houses were built, at an average cost of \$1,575. Three of these have sites of an acre each, and the fourth has a site of half an acre.

In Esquesing, since the passing of the new School Act, two new School houses have been built, one frame and one brick. The Acton School has also been enlarged by the addition of another stone front. Average cost of these, \$1,115.

Nassagaweya has built one new School-house of stone, on a site of half an acre. Cost, \$1,400.

The School sites have been enlarged to half an acre in the following Sections:—Nos. 2 and 6, Nassagaweya; Nos. 7 and 8, Trafalgar; and No. 13, Nelson. No. 8, Nelson, and Nos. 2 and 6, Esquesing, have obtained sites of one acre, and No. 11, Esquesing, a site of an acre and three-fourths. In the last four named Sections, new School-houses will be built during the present year, and probably also in Nos. 4, 6 and 17, Trafalgar. The Milton School-house will probably be enlarged.

The Trustees of six other Sections have notified me of their intention to enlarge their School sites.

When the expenses incurred in building out-houses, digging wells, fencing sites, and procuring new desks and seats, are added to the investments made in purchasing sites and erecting School-houses, I think I may safely place the cost of improvements made by the Trustees in this County last year at \$20,000. The sum actually *paid by Trustees* for School-houses and sites was \$13,154.21, and for desks and furniture, \$1,500.

2. In the Schools of 53 out of the 58 rural and civic Sections, the exercises of the day are preceded and followed by religious exercises, and in the Schools of 46 Sections the ten commandments are regularly taught every week. Special religious instruction, moreover, is given by 78 Sabbath Schools (being an increase during the year of 18). The number of Sabbath School scholars numbers 4,019, and the staff of Teachers 501. In these Sabbath Schools there are 57 libraries, containing 11,316 volumes.

3. It is gratifying to be able to report that 7 Public School Libraries were established during the year, and that 600 volumes were added to those formerly in circulation. My conviction of the salutary results produced by Public School Libraries in diffusing knowledge throughout a Section, and in powerfully aiding in the direct work of the School, is very strong, and I rejoice that their number is increasing. It is not enough, however, to establish libraries. They must be regularly increased by additions suitable to the wants of the readers. Where this has been done, the libraries are both popular and flourishing.

4. In all the municipalities but one the Teachers' salaries were promptly paid at the close of the year. In Georgetown, Oakville, Milton and Esquesing, every Teacher had received his salary before the transmission of the Trustees' Annual Report. In Nelson and Trafalgar small balances remained unpaid. But in Nassagaweya, the sum of \$455.18 was unpaid at the end of the year.

The increase in the average annual salaries of the male and female Teachers during the year may be thus tabulated:—

	Nassagaweya.	Nelson.	Trafalgar.	Esquesing.
Average salary of Male } Teachers in 1871. }	\$351 66	\$364 54	\$329 73	\$349 64
Ditto in 1872.	\$365 83	\$380 00	\$375 41	\$391 20
Average salary of Female } Teachers in 1871. }	\$253 33	\$230 00	\$237 50	\$191 66
Ditto in 1872.	\$308 33	\$245 71	\$247 50	\$203 33

The average salary of male Teachers in the rural sections in 1871 was \$348.89, and in 1872, \$378.11; and of female Teachers in 1871, \$228.12, and in 1872, \$251.22.

The highest salary, \$550, was paid in three Sections; Acton, Georgetown and Milton.

5. The Schools in the 3 civic Sections were kept open the whole year, and the average time for the 55 rural Sections, was 11 months 12 days. The loss of the few odd days in the rural Sections was caused by building operations, and the prevalence of scarlet fever and small-pox in different parts of the County, which necessitated the closing of some of the Schools for longer or shorter periods.

6. The daily average attendance throughout the year was not equal to half the number of pupils of School age enrolled. The total daily average for the first half year was 2,681.26, and for the second, 2,434.08.

	Nassagaweya.	Nelson.	Trafalgar.	Esquesing.	Oakville.	Milton.	Georgetown.
1st half year.....	317.53	607.78	578.56	688.47	188.83	154.93	145.16
2nd half year.....	329.73	478.65	475.44	702.39	171.41	154.46	122.00

On an average, 109 pupils were enrolled in each civic and rural Section during the year; but the daily average attendance for each Section was only 44.10, or a little over 40 per cent. of the number of registered pupils. Of the 109 pupils, 11 attended less than 20 days; 22 attended between 20 and 50 days; 30 between 50 and 100 days; 27 between 100 and 150 days; 16 between 150 and 200 days; and *three in each Section* (on an average) *attended throughout the year.*

The existence of two evils is thus shown to be alarmingly prevalent, viz., *irregularity of attendance and absenteeism for lengthened periods.* The following table will show a third, *the early age at which the children are withdrawn from School.*

During my second tour of inspection I found 2,427 pupils present. The average attendance for the second half-year is nearly the same number, so that I consider the following table a fair exposition of the state of our Schools in this County:

	I. Class.		II. Class.		III. Class.		IV. Class.		No. of Pupils.	Av. age in years.
	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.		
Milton	62	7.01	40	9.95	14	11.80	16	13.12	0	0
Georgetown	58	7.45	41	9.90	12	11.09	20	11.95	7	13.86
Oakville	97	7.37	37	9.21	43	11.14	25	13.28	0	0
Nassagaweya	220	8.14	88	10.39	65	12.01	20	14.15	0	0
Nelson	222	6.94	90	10.01	74	11.51	34	14.23	13	14.23
Esquesing	369	7.73	157	10.29	84	11.66	48	12.85	22	13.81
Trafalgar	252	7.82	104	10.94	52	12.48	35	13.57	6	15.66
	1280	7.60	557	10.26	344	11.74	198	13.33	48	14.16

The average age of 472 pupils in Milton, Georgetown and Oakville was 9.49 years; of 393 in Nassagaweya, 9.59 years; of 433 in Nelson, 9.15 years; of 680 in Esquesing, 9.37 years; of 449 in Trafalgar, 9.63 years.

The average age of the 2,427 pupils present on days of inspection, during the second half-year, was only 9.02 years.

The same conclusion as to the early withdrawal of pupils is reached by observing the per centage of pupils present in each class on days of inspection:—

	I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.
1st Half year	52	20	13	12	3
2nd Half-year	53	23	14	8	2

7. During the year, I twice visited and examined the classes in all the Schools and departments, devoting, on an average, at each visit, four hours to each School and department. The subjects on which the pupils were examined on my first tour were Reading, Spelling,

Defining, with Etymology, Arithmetic, Grammar, Geography and Composition. To these I added, at my second visit, Agricultural Chemistry. All the classes but the first were subjected to a written examination in all subjects but the one first named. During my second tour, I followed the rule of giving the whole examination paper to the class examined. A standard percentage was adopted for giving the marks prescribed. Each School was thus tested by the same measure. The standing of each class and the value of each pupil's answers, with specimens of the penmanship and composition of each class, from the second upwards, have been laid before you.

Regarding *Reading* as the most important subject of instruction in the Public School course, after examining each class (with one or two exceptions) twice, I have come to the conclusion that it is not well taught. It is mechanical. The pronunciation is, on the whole, correct; but intelligent emphasis and expression are in too many cases altogether wanting.

At the close of 1871, as shown in my reports for that year, the percentage of pupils unable to write in the class corresponding to the third under the New Programme was 22, and the average age of these pupils was 9.3 years. The extracts from the Teachers' Reports, given in the Appendix to my third volume of MS. Reports, show that either slate writing, or writing on paper, is now practised in many of our Schools by *every pupil*, and I believe that during the present year this will be the case in all.

In regard to the other subjects of examination, the following table shows the extreme percentages of correct answers given by the different classes.

	II. Class.	III. Class.	IV. Class.	V. Class.
Spelling	From 8 to 75	From 20 to 84	From 9 to 76	From 47 to 58
Arithmetic	" 4 to 68	" 15 to 77	" 7 to 61	" 32
Grammar	" 31 to 73	" 20 to 70	" 44 to 68	—
Geography	" 4 to 63	" 5 to 49	" 9 to 64	—
Composition.....		" 6 to 58	" 6 to 44	" 14

8. The re-organization of the Schools on the basis of the New Programme has been faithfully carried out, and the new subjects of study are being rapidly introduced. For full information on this point, I beg to refer you to the Teachers' Reports already referred to. I anticipate being able at the close of the year to report that all the subjects prescribed, except Drawing and Vocal Music in some Schools, have been introduced.

COUNTY OF WENTWORTH.

J. H. Smith, Esq.—In the general remarks appended to my Report for 1871, I endeavoured to give an impartial account of the condition of our School-houses and grounds, the classification of pupils, methods of teaching pursued, and such other items of information in regard to popular education, as would enable you to form a tolerably accurate opinion of the position of our Public Schools, and the work done in them. Assuming that Report as a basis I shall now proceed to give an account of the various improvements that have been made during the year 1872.

The progress that has been made during the year, in providing ample accommodation, is very satisfactory. Five new School-houses have been erected, and ample play-grounds provided. One, of stone, in School Section No. 3, Binbrooke; one, of stone, in School Section No. 3, Glanford; one, of stone, in School Section No. 2, Glanford; one, two-story brick, with two rooms, and furnished for two teachers, in School Section No. 5, East Flamboro', and one frame, in School Section No. 2, Saltfleet. These School-houses are large, commodious and well fitted for the purposes of teaching, containing two rooms, ample supplies of blackboard, and are seated with double desks and seats. No. 5, Glanford, and No. 2, Saltfleet, have gallery rooms, and No. 2, Glanford, a class-room. In each of these Sections an acre of ground has been obtained, and this properly fenced and planted with shade and ornamental trees and shrubs, will make the School-houses and grounds very attractive. Repairs, more or less extensive, as the case required, have been made in many of our School-houses. Old seats and desks have been replaced by new ones, playgrounds, that were too small, have been enlarged, and a strong determination has been manifested, on the part of Trustees and the

friends of popular education generally, to make our Public Schools more attractive and useful.

In accordance with instructions contained in a Circular to Inspectors on the subject of adequate School accommodation, I have notified Trustees of their requirements, and anticipate that, before the close of the present year, we shall have provided, in nearly every School Section in the County, ample accommodation for all pupils entitled by law to attend our Public Schools. There are a few exceptional cases in which I have not pressed the matter, because in these Sections they have very comfortable School-houses, though rather too small, containing, however, sufficient accommodation for all resident pupils between the ages of five and sixteen, though not between five and twenty-one. In two of these Sections, new brick School-houses have been built within the past few years, and the debts contracted in building have not yet been fully paid. In a few other Sections, owing to the unsettled state of the boundary lines, the question of adequate accommodation has been left in abeyance for the present, but so soon as these matters are satisfactorily settled, it will be promptly attended to.

The classification of pupils, according to the New Programme, have been carried into effect, and our Schools are now classified according to that standard. The subjects prescribed for the first four classes are taught in all our Public Schools, with the exception, however, of Object Lessons, Agricultural Chemistry, Botany, and Natural History. These subjects are taught in quite a number of Schools, but are omitted principally in those, which are under the charge of Teachers, who hold only third-class County Certificates. A difficulty presents itself here, and that is, that Teachers holding third class certificates are required to teach subjects, in which they have not passed an examination.

Of the method of teaching, I may say that I have observed a decided improvement. There is less hearing lessons and more teaching, less mechanical work and more intellectual culture, less cramming and more training, and less loading the memory with facts and definitions and more disciplining the mind to think and reason. Much remains to be accomplished on this point, and I hail, with pleasure, the proposal to establish County Teachers' Institutes, and feel confident that they will be productive of much good, if conducted by a thoroughly competent and practical Teacher.

In the furnishing of maps, blackboards, and other School requisites, commendable progress has been made, and much done for the improvement of our Public Schools. But little, however, has been done in regard to furnishing School Section Libraries. Trustees say that the increased expenditure in connection with other matters pertaining to the School-houses and grounds, have prevented them furnishing their Schools with libraries. The salaries of Teachers have risen, and there is less desire on the part of Trustees to change Teachers, but where changes have been made, thoroughly competent Teachers have been sought after. I feel, therefore, that I am fully justified, and have ample reason for saying that we have made greater progress in the cause of popular education, during the past year, than we have during any former year.

COUNTY OF BRANT.

M. J. Kelly, Esq., M. D.—The whole number of pupils attending the Public Schools of the County during the past year was 5,164. Of these the number of boys was 2,717; of girls 2,447. The number in attendance under five years of age, 14; between 5 and 10, 2,388; between 10 and 16, 2,510; between 16 and 21, 302. The number in the first class, that is, in the First and Second Books of Lessons, 1,616; number in the second class, that is, in first part of Third Book, 977; in third class, that is, in second part of Third Book, 800; in fourth class, first part of Fourth Book, 812; in fifth class, second part of Fourth Book, 593; in sixth class, that is, in Fifth Book, 366. The number of pupils engaged in Writing, 3,989; in Arithmetic, 4,016; in English Grammar, 2,190; in Object Lessons, 563; in English Composition, 1,477; in General Geography, 2,495; in Canadian Geography, 1,401; in Ancient History, 112; in Modern History, 437; in Canadian History, 465; in English History 850; in Christian Morals, 352; in Natural Philosophy, 38; in Agricultural Chemistry, 55; in Botany, 111; in Algebra, 131; in Geometry, 60; in Mensuration, 107; in Book-Keeping, 189; in Linear Drawing, 1,321; in Vocal Music, 1,743. During 1871, of the whole number of pupils attending the Public Schools of the County, 3 per cent. were in Ancient History; less than 2 per cent. were in Natural History; 3 per cent. in Algebra; 1 per cent. in Geometry; less

than 1 per cent. in Mensuration; 5 per cent. in Book-Keeping. During 1872, of the whole number of pupils attending the Public Schools, 9 per cent. were engaged in the study of Canadian History; 16 per cent. in English History; more than 2 per cent. in Ancient History; nearly 4 per cent. in Natural History; in Algebra and Geometry about the same per centage as during the previous year; in Mensuration more than 2 per cent; in Book-keeping $3\frac{1}{2}$ per cent.

Taking all the subjects together, the comparison between the results of the two years is encouraging.

In the matter of School Accommodation and Public School Libraries, &c., much remains to be done. In South Dumfries, there are four inferior School-houses that ought to give place to better ones; and three with the grounds still unenclosed. The remainder of the School-houses in this Township are a credit to the people of the Sections in which they are located. These are all brick except one, (a neat frame building on the Governor's Road) sufficiently commodious and, generally, well ventilated. They are also furnished with improved seats and desks, and one of them, in Section No. 11, is furnished with a well-lighted basement, and is heated with hot air. Many additional trees have been planted since the date of my last Report, and the School grounds will, in a few years, present a much improved appearance. In Brantford Township there are several inferior School-houses—five are of brick, one of stone, and the rest frame, and concrete. During the summer of 1872, a spacious brick School-house was erected in the Village of Newport—the finest School building in the Township. This has a basement paved with brick, and is supplied with hot-air furnaces. The new building was opened shortly after the Christmas holidays. It is well furnished and ventilated. The supply of maps and apparatus is satisfactory, and a small library has been provided for the use of the pupils. New brick School-houses are now in course of erection in the Villages of Cainsville and Langford, on the Hamilton Road, and the Trustees of S. S. No. 1 purpose to build in a few months. The Township of Onondaga is very badly off in the matter of Public School Accommodation. There is but one brick School-house in the Township, and that one poorly furnished. The rest are frame, do not afford sufficient accommodation, and are, for the most part, in bad repair. Last summer a meeting of the Trustees of the Township was held at the Village of Onondaga, to consider the question of establishing a Township Board, and doing away with Section boundaries altogether; but owing to the difficulties connected with unions, which, it seems, can only be removed in the event of the change becoming general, nothing was done. Just before the Christmas holidays, School Sections Nos. 4 and 5 were united, and a site was agreed upon for a new School-house. Nothing further, however, has yet been accomplished; the people interested, deciding apparently to await the decision of Parliament in reference to the proposed new School Act. The School-houses in the small Township of Oakland are commodious buildings—one brick, the other stone. They are not, however, well supplied with maps, apparatus, &c., nor are the fences and grounds in the state they should be. These defects, it is presumed, will soon be remedied. About fifteen years ago School Sections Nos. 2 and 4 were united. These have been recently separated, and a brick School-house will be erected in No. 4 during the summer.

In Burford Township there is but one School-house wholly brick, in Section No. 3, near the Village of Princeton; that in the Village of Claremont being partly frame: the remainder are frame buildings. The best School-houses are in Sections 3, 7, 8, 13, 14, 16, 18 and 26.

Three Schools were closed during the last half of the year, viz.: No. 4, Brantford, and Nos. 21 and 23, Burford. They are all open now. Considerable improvement has been effected in the School grounds during the past year, but much remains yet to be done. Both Trustees and people are beginning to understand the necessity of neat play-grounds, with ornamental and shade trees, and the æsthetic influence they exercise over the minds of the young.

There are nineteen Public School Libraries in the County, containing in all 1288 volumes. This is not a satisfactory exhibit for so fine a County as Brant—considering the facilities offered by the Department in Toronto, facilities unequalled elsewhere, it is a marvel that Trustees have not more generally availed themselves of them and furnished their Schools with libraries. There ought to be one in every Section in the County, and there will be, I trust, ere long.

There is now no scarcity of Teachers. Of the whole number employed during 1872, sixteen had attended the Normal School. Of these seven held first-class certificates, and eight

second-class. Twenty-three held third-class new County Board certificates. At present there are eighteen Teachers employed in the rural Schools of the County who have attended the Normal School.

Early in the year, a County Teachers Convention was organized. This meets quarterly and is designed especially for the improvement and benefit of young Teachers, who from inexperience or the want of proper training are almost necessarily imperfectly acquainted with School organization or the best methods of presenting the subjects of instruction to the minds of the young.

The convention has been very well attended and is, I believe, calculated to do much good. More interest is manifested in educational matters than formerly and the people generally are alive to the necessity for their improvement. They are beginning to realize the fact that a sound education is the best investment that can be made for the young and the best guarantee for the future peace and prosperity of the country. In some instances, however, the parsimony of Trustees still exercises a baneful influence. The result is the change of Teachers and the substitution of inexperienced and inefficient for tried and accomplished Teachers, because the services (often valueless) of the former can be secured for a few dollars less, annually. This has always been one of the most serious obstacles to the permanent improvement of rural Schools.

Next to it is IRREGULAR ATTENDANCE. For this evil the recent amended School Act provides a remedy, but no Board of School Trustees have, in this County, thus far, availed themselves of the provision. Earnest and efficient Teachers would, probably, do as valuable service, in this matter, as truant officers. In some parts of the County, notably in the Township of Brantford, owing to the large size of some Sections, the accommodation is so distant, that it is nearly impossible for young children to attend School.

I confidently hope, before another year shall have passed away, that the needful remedy will have been provided for the removal of this and the other evils which still afflict our Public School System.

COUNTY OF LINCOLN.

John B. Somerset, Esq.—In my visits to the Schools of the County during the past year, I have observed with satisfaction indications of a very general desire among Teachers to improve themselves and the manner of conducting their Schools. From my last Report, it will be seen how urgent the necessity was for this improvement, and a great deal yet remains to be accomplished; but the fact that evidences of improvement are at all perceptible—that Teachers generally show ambition for something higher than merely to “put in their time” must be encouraging, as an earnest of what may be looked for in the future, as well as from the fact that we can scarcely look for increased efficiency in our Schools until it is first manifest in those who have charge of them.

Of the 77 Teachers employed, 6 held first-class Provincial certificates, 10 Second Provincial, 27 Third Class from the new County Board, and 11 held interim certificates, or “permits.” Of the whole number only 14 were ever Students at the Normal School—a fact that goes far to account for the difficulty of getting a uniform classification of the Schools in the County, or of introducing systematic teaching of any of the subjects in the Programme. I do not think that this lack of training is owing altogether to indifference on the part of the Teachers, for the meetings of our County Association or Institute are very fairly attended, though at considerable expense and inconvenience to each Teacher, and an earnest desire is shown at these meetings of observing the most approved methods of teaching and otherwise conducting a School efficiently. It would, I am convinced, greatly improve the qualifications of Teachers throughout the country were these Associations so recognized as to provide for the payment of the expenses of those attending them, and for the compulsory attendance of every Teacher in the district.

On my first round of visits to the Schools of this County, I was agreeably surprised at the readiness with which Trustees generally admitted the necessity of improvement to their School premises; but I have not in many cases found equal alacrity in taking active measures to remedy these defects. In most cases where the necessity of improvements was pressing, they have since been effected; but in numerous others, where the enlargement or fencing of the playground, &c.; were needed, there has been procrastination.

The following table, taken from a report I submitted to the County Council, will exhibit the names of those Sections that were found behindhand in this respect at my last visit :—

	Insufficient Accommodation in House.	In need of Repairs to House.	In need of Repairs or Improvements to Playground.
Niagara	None.	Nos. 3, 6.	3, 4, 8, 9, 10.
Grantham	Nos. 2, 5.	None.	1, 2, 3, 4, 6, 7.
Louth	Un. 6.	3, Un. 7.	1, 3, 4, U. 2, U. 4, U. 6, U. 7.
Clinton	None.	No. 2.	1, 2, 4, 6.
Grimbsy	Nos. 2, 12.	8, 9, 13.	1, 2, U. 7, 8, 9, 12, 13, U. 2.
Gainsboro'	Nos. 2, 7, 11.	4, 5, 7, 11.	1, 2, 5, 6, 7, 8, 10, 11.
Caistor	Nos. 6, 8.	3, 7, Un. 3.	2, 3, 6, 7, 8, Un. 3.
Total	10	15	43

I have felt it my duty in every lecture I delivered, as well as in conversation with Trustees, to point out the evils of frequent changes of Teachers. Perhaps there is no other drawback that I feel the effect of more in neutralizing the work done during my visits than this. It is very discouraging when, after the reorganization of a School, with great hopes of its being carried out efficiently by the Teacher, to find at the next visit another Master employed, and the labour to be gone over again ; yet this has occurred again and again, and explains the very unsatisfactory account some Schools render of themselves in my book of Detailed Reports. The following table will show the extent of those changes during 1872 :—

Number of cases in which no change occurred.....	24
“ “ one change “	29
“ “ two changes “	21
“ “ three changes “	3

Four new School-houses were erected in 1872—viz., in No. 8, Niagara ; Un. 8, Louth ; No. 5, Grimsby, and No. 8, Caistor. Of these, 8 Niagara, and Un. 8 Louth have been furnished with desks and seats of polished cherry, similar to those already in use in No. 5 Niagara. These seats are at once an ornament to the house and comfortable for those who have to use them so many hours every day. I hail this as an indication of a growing sentiment in favour of making our School-rooms pleasant places of resort to the children attending them, which I trust will extend rapidly to other Sections.

The most noticeable effect of the many additions made during the year to the supply of maps and apparatus in the different Schools is the facility for teaching classes of small children by means of tablet lessons, which previously were seldom used and almost unheard of.

I regret that I cannot report any improvement in the matter of School Libraries. In only 14 Sections in the County is there a library established, and in the case of some of these I was not able to ascertain definitely from Teacher or pupils whether there was really a library in existence or not, so little interest seemed to be taken in them by the inhabitants.

In delivering the lectures required, I found it impossible to select, in all cases, either a season of the year or a time of day favourable to my obtaining a good audience ; hence in many cases I omitted any formal lecture, but endeavoured on all occasions to give a short familiar address to the children. I am of opinion that if Inspectors were required to choose two or three places in each Township to deliver their lectures, instead of being compelled to deliver one in each Section, the duty would be found less difficult to perform, and would produce more satisfactory results.

The *Journal of Education* is generally received on being sent, unless the Trustees fail to look after it, in which case the *Journals* either accumulate at the office or are lost. The Postmaster of St. Catharines presented me with a armful of them on a recent occasion, inquiring what was to be done with them. I wrote the name of the Secretary-Treasurer of the Section on each one, and in a short time they were all distributed.

COUNTY OF WELLAND.

James H. Ball, Esq., M. A.—1. *Accommodations.*—Improvements have been made during the year in regard to School Accommodations. New School-houses have been erected

and old ones improved, new furniture supplied, and the Schools better furnished with maps. Outside arrangements have also been put into better condition; premises having been fenced, wells dug, and shade trees planted. The work, however, is not complete; a great deal yet remains to be done; there still exist buildings that ought to be dispensed with as soon as possible. But the public spirit with which, I feel satisfied, our Trustees are actuated, is a good guarantee that all needful accommodations will be provided.

The chief obstacles to improvement appear to be, in some cases, the small extent of the Section, and the burden falling chiefly on a few individuals; in others, the slender means of the inhabitants.

The evils complained of cannot be ignored, and when urged as reasons for a somewhat tardy fulfilment of the requirements of the law, are entitled to consideration.

As a remedy for them, however, I have suggested *Township Boards of Trustees*. This system I trust to see ultimately prevail, both because it is more equitable than the Section system, and because that under it, I have no doubt, our Schools would be conducted on a far better scale.

2. *Schools*.—The Schools, as well as the accommodations, are in advance of where they were a year ago, though, as in the case of the latter, much remains to be done. The classification is better, and the subjects of study are being taken up in the order prescribed. The instructions that “no pupil is to be promoted to a higher class without being thoroughly acquainted with all the subjects taught in the lower classes” are being carried out, and comparatively few promotions have been made during the year. By this means, I trust, we shall witness greater thoroughness in the several subjects, than our Schools generally have hitherto been able to exhibit.

In the subject of Reading, ease and expression are reached in our best Schools; but usually, the highest attainment is fluency. Definition and derivation are receiving more attention than formerly, and pupils are beginning to show a better acquaintance with these subjects. In Arithmetic thoroughness is of slow growth, and a want of it is yet too often evinced. Along with hard work on the part of the Teachers, regular attendance is necessary on the part of the pupils, as also attention and industry, in order to secure it.

3. *Teachers*.—A large proportion of the Teachers in this County hold First Class old County Board Certificates, valid until cancelled by law. But the holders of these certificates are beginning to come up for Provincial Certificates under the new Act. It is gratifying to find Teachers aiming at the higher standard, and exerting themselves to attain to it.

The practice of Teachers preparing the lessons beforehand is becoming prevalent, and its advantages recognized. The Teacher who maintains this practice is far more likely to be successful than one who omits it. By preparing all the lessons for the next day, not only will his memory be refreshed and every thing be at ready command, but new ways of interesting his pupils in their studies will occur to him; new ways of explaining a subject and making it clear to them, as well as interesting himself more in his work than if he omits it.

It would seem that the time has arrived when full advantages should be afforded our Teachers for receiving a thorough training for the profession. When ample provision has been made for the accomplishment of this, it will then remain to be considered whether or not it should be made imperative upon candidates for certificates to pass through such course of training before being eligible for examination. If our Teachers fail to accomplish as much as is sometimes expected of them, though they are in earnest in their work, and endeavour to do it efficiently and well, their want of success is often owing to a lack of that training which is considered so necessary to success in other pursuits.

While, then, we aim at improvement in our School accommodations, it is, to say the least, of no less importance that our Teachers receive a thorough training for the discharge of the onerous and important duties that devolve upon them.

COUNTY OF HALDIMAND.

R. Harcourt, Esq., M.A.—During the year building operations have been going on in eighteen different Sections. Several handsome and commodious buildings have been completed and are now being occupied. In no Section, in which a new building was needed, have the people shown themselves to be behind the age. Peculiar circumstances have arisen in two or three Sections, which necessitated for a time the postponement of building. Had

we had Township Boards of Trustees, I think these peculiar circumstances would never have arisen.

Our Teachers generally admit that the present system of Teachers' examinations is a great improvement upon the old; they agree too in attributing to the Amendment Act of 1871 an almost universal rise of salaries.

Gradually the New Programme is being worked up to. In isolated cases a strict adherence to it is impossible. In the main it has been the means of reducing to some degree of method and conformity the labour of the School-room.

Of course an Inspector is often annoyed in noticing the loose and senseless method adopted by some Teachers. There is so much cramming and mechanical memory work, that the real object of instruction seems often to be quite lost sight of. I think that Teachers especially of all persons, should occasionally forget all about their own systems, and examine impartially methods different from them. Defects in one's own way of doing things can be most clearly seen by attentively observing the working of the methods pursued by others in the same profession. The last year has done much to perfect and elevate our School system. Our wants will of course enlarge, owing to the multiplication of the objects of knowledge as well as to the increased range of occupations. May we so expand our system as to make it always suitable to a progressive age!

Some change is needed as to the appointments of Trustees. A Township Board, composed of intelligent and earnest men, who would make it a point to visit each School semi-annually, would be in my opinion quite an onward step.

COUNTY OF NORFOLK.

James J. Wadsworth, Esq., M.A., M.B.—Report, No. 1.—I am happy to report that during the year 1872 very gratifying progress has been observable in educational matters in this County. I think an examination of the accompanying "detailed report" will show that a large number of hitherto defaulting School Sections have this year roused themselves from their lethargy, and bid fair to stand in the first rank.

The School Law and Regulations of 1871, on their first appearance here, excited considerable dissatisfaction. In two Townships mass meetings were held, for the purpose of denouncing them, and resolutions were passed condemning them almost *in toto*. But to wholesale denunciations has succeeded a critical appreciation of what is good, and an intelligent perception of what is defective. The law has led the people to think carefully about educational matters. If the legislation of 1871 had had no other effect than to stimulate parents to inquire of themselves what kind of education their children really required, and how it would be best imparted, the benefit conferred would be immense. But apart from this, the direct result of the law, as I shall now proceed to show, has been in many respects in the highest degree salutary.

School Accommodation.—A year ago I reported 66 Schools with wretched sites or none. There are now 42 Schools in this category. But besides the Schools covered by these figures many others have erected fences, or planted shrubs, or made some important improvement in their sites.

Fourteen new and beautiful School-houses have this year been erected, 4 brick, 1 stone, and 9 frame. These structures are models of good taste. The Sections in which they have been built are 12 and 14, Townsend; 10 and 11, Windham; 5 and 12, Middleton; 1, Woodhouse; 9, 14 and 15, Charlotteville; 2, 11 and 19, East Walsingham; and 5, Houghton. Every effort seems to have been put forth to secure the latest architectural improvements. The Trustees have without emolument shown the greatest zeal in visiting even distant Schools of reputed excellence in order to obtain the best designs. They have also spent much time and energy in seeing the work properly performed. None but those who have had experience in building can truly estimate the labour and inconvenience incident to the erection of these edifices. I am happy to say that there are now in the County 52 excellent School-houses (there being 39 last year). Large sums of money have been expended too in repairing. Some excellent buildings, which had fallen into a discreditable state, have thus been rejuvenated. The Port Dover people have expended about \$600 in beautiful furniture, painting, graining, &c., and have now a School-house which might be thought elegant even in Toronto.

As you are probably aware, from the demand on the Depository, a large number of

Schools have purchased or taken steps to purchase new sets of maps. Philosophical apparatus is very scarce, however, in this County. Several Schools use the terrestrial globe, and I occasionally desery a tellurion or an orrery covered with dust, ornamenting the inaccessible top of a press, but rarely found any in use. I regret that even the blackboard is not appreciated by some of our Teachers. I have too often seen a good blackboard in disuse because the chalk was exhausted, and, on enquiry, have learned that the paltry excuse was deemed a sufficient reason for depriving the whole School of blackboard work even for months. In other cases the authorities have seemed to have taxed their ingenuity to locate the blackboard in the most inconvenient part of the room.

As for libraries there are not six in active operation in the County. This sad fact is closely connected with the faulty system of teaching reading which has prevailed, and still prevails in many Schools. Owing to a common but absurd delusion prevalent among parents that promotion to a higher Reader is a step in the education of their children, which should rightfully gratify parents' pride, pupils have been forced by complaisant if not sometimes by artful Teachers, into the advanced Readers, the result is that the great majority of the 9000 children of Norfolk who who do not know how to read, are striving to acquire that accomplishment by blundering through the 4th and 5th books. It follows that they leave School without appreciating their author. How can they enjoy what they do not understand? Many of them have no taste even for the lightest articles of a newspaper. How then can there be any demand for the standard works of a good library? I hope to see a complete change in this matter. I hope to see every Section of the County within reach of a good library. But I am convinced the change must begin by inspiring those who learn to read with a love of reading.

In the quality of the instruction in the Schools generally there has been a marked improvement. In part this is attributable to the new limit and time tables. There are, it is true, very few Schools in which they are strictly followed, but in the great majority of Schools they are approximately followed. The attempt to approach a high standard has been very beneficial. Another potent cause has been private study on the part of Teachers, the result of the higher standard for certificates. Not only candidates for new certificates, but also those Teachers who have been contemplating the possible recall of the old certificates have been engaged in private study. They have been refreshing their memory of old studies -- have been rubbing off the rust with which time has tarnished their armour. The result is they have been much more successful in the School-room than they would otherwise have been. I am convinced from my acquaintance with the 120 Teachers of Norfolk that hardly any other habit has so powerful and direct effect upon a Teacher's success as the regular private preparation of School work.

The following table exhibits briefly the character of the sites, houses, apparatus and instruction in the seven component townships of this County, using as I did last year, three degrees : excellent, fair and inferior.

TOWNSHIPS.	SITES.			HOUSES.			APPARATUS.			INSTRUCTION.			NEW HOUSES.
	Ex.	Fair.	Inf.	Ex.	Fair.	Inf.	Ex.	Fair.	Inf.	Ex.	Fair.	Inf.	1872
Townsend	7	4	8	10	6	3	1	13	5	8	6	5	2
Windham	5	2	8	5	3	7	0	9	6	3	5	7	2
Middleton	3	7	2	8	3	1	0	9	3	3	7	2	2
Woodhouse	3	1	7	4	5	2	2	7	2	3	7	1	1
Charlotteville	5	4	6	9	3	3	3	8	4	4	4	7	3
Walsingham	6	6	8	9	3	8	1	11	8	5	6	9	3
Houghton	7	1	3	7	3	1	1	8	2	3	5	3	1
	36	25	42	52	26	25	8	65	30	29	40	34	14

I might add here that the Inspector is provided with an office in the court-house, and that every Saturday is devoted to office work. The number of letters, &c., received during 1872 was 1681, the number despatched 1480.

In the autumn of 1872 I addressed a circular to the local papers advocating the formation of a Teachers' Association, and fixing a day for a preliminary meeting. I am happy to say that we have now a flourishing society, which promises to be very useful. The meetings are held on the last Saturday of every alternate month. With some financial aid from the Legislature we might establish in this County a good Teachers' Institute. There are many Teachers who would gladly avail themselves of the advantages presented by such an institution. Many young Teachers have confessed to me with regret their ignorance of the science of teaching. They had never enjoyed any opportunity of learning how to educate. Young men and women pass from the Public Schools to the County Board, and obtaining certificates, rightly enough profess themselves Teachers. But many of them are conscious of their ignorance of School organization and School management. They have a faint recollection of how *their* Teachers carried on School, and with that they begin experimenting. But the majority of them fail to give satisfaction; and in the vain attempt to effect some improvement Trustees are continually changing the Teachers.

The question put by the Department, "What method of teaching is employed?" has sorely tried me. In over one-half the Schools there is no method, nor any knowledge of method. Three-fourths of the candidates for certificates at the County Board could not distinguish *education* from *instruction*. The old rote system, if it deserve the name of system, is by far the most prevalent. And so long as this is the case it matters but little what subjects are on the Limit Table. When natural science was put on the list it was expected that the slavery of "dismal verbalism" would be shaken off, and that things rather than words would be the subject of the pupil's apprehension. But without competent Teachers natural science is not more effective as a means of education than Murray's Grammar and Walker's Dictionary. Even the text-book on chemistry (simple and practical as it is) becomes in the hands of some of our Teachers but another means of crowding the memory with Græco-English words, void of meaning. Their pupils prattle learnedly, but know nothing. They can recite pedantically concerning chemical affinity, the law of multiple proportion, or electrolysis, or what not, but fail to recognize ammonia or sulphuretted hydrogen though held under their very noses. But there are one or two noble exceptions to this method of teaching chemistry. In one School the chemistry class resembles a hive of bees, so actively and intently is each member occupied in the toil of manufacture. With rude apparatus, old bottles and jars and the make-shifts of ingenious necessity, these young students at my last visit were really reading with their own eyes the great book of nature, their own hands performed the manipulations, their own eyes beheld the magic transformations, and their faces glowed with the enthusiasm which their successful pursuit after the hidden truth had engendered. These children find the study of the text-book a delight, regarding it as a guide book through an enchanted land. In one or two other Schools I found botany taught on similar common sense principles.

It is true all teachers cannot be expected to teach science equally well. But it by no means requires a professor from Gottingen to manage a science class successfully. Indeed some of our Teachers attempt too much. Some "talk above" their pupils, leading them into regions they are not prepared to visit, and loading them with the richest fruit before exciting an appetite for its enjoyment. Others confine their lectures to proper bounds, but tell the pupils too much, leaving them nothing to do but passively listen. Both these varieties of spoon-feeding in science are equally pernicious. I hold that the learner should be so drawn on as to really *hunger* for the truth. He should feel that the difficulties of the subject must be surmounted by his own strength, and its intricacies must be threaded by his own care and cleverness. He should not be carried up the hill of science on the broad shoulders of Æneas, but led through its devious windings by the delicate clue of Ariadne.

Popular Sentiment regarding the Law.—I should fail in my duty were I to omit all mention of the complaints made to me regarding the law. Indeed, I think that it is your desire that an Inspector should not merely administer the law as it stands, but also note and report those points in which it seems to require amendment.

It is in this spirit that I beg to call your attention to a very widespread opinion that there are too many holidays in the winter season. Many boys and girls of advanced age can attend School in winter only. They usually begin in December and leave in April. To be obliged to spend two full weeks at Christmas and one at Easter in idleness, is regarded generally as very objectionable.

I have been called upon to be third arbitrator in only one case of compulsory sale of School site. There is a legal question raised in another case whether the Trustees can obtain a deed of the land they have forcibly taken under the law. The owner refuses to give a deed. How can the Trustees' title be registered?

We have had one case of appeal from Township By-law forming new School Section. The five arbitrators appointed by the County Council confirmed the By-law.

There have been several sharp local contests over the location of new School site, but happily I have not been called in to arbitrate.

With regard to the Limit Table, there are two objections which I find it impossible to remove: 1st. It is said that a special exception ought to have been made in favour of pupils of advanced age attending School for but a few months. The refusal of the Department, on my application for authority to organize an exceptional class, has in several cases seriously affected the popularity of the Teacher. All very well, it is urged, for young children to be trained according to this or some other well-devised programme. They can begin at the beginning, and will naturally find it adapted to their wants when they reach the age of 16 or 18; but these young men have had no such training. For them to take up the nineteen studies of the fifth class at this stage of their education is folly. They cannot make any valuable progress in them. Before they even begin to comprehend the scope of their new studies they will be forced to abandon them. Why, then, not allow them to complete the curriculum they have for years been following, by devoting their brief remaining leisure to the mastery of the three R's and a knowledge of accounts. Such is the strain I hear in almost every Section.

2nd. The other objection is that there are too many subjects in the 5th and 6th classes for any person to engage in profitably at one time. They might be taken consecutively or optionally, it is said.

There is still widespread murmuring regarding the frequent changes in text-books. The reply put forth by the Department, that with one or two exceptions the text-books have been changed but once in twenty-five years, is by no means regarded as satisfactorily meeting the objections.

Parents who for ten or twenty years have every few months been called upon by Teachers to provide new books, while their shelves are loaded with School books, scarcely worn, and now declared useless, are slow to believe that there has been only *one* change in twenty-five years. I have explained fully the position of the Department in this matter, but when a man points to his book-shelf and shows me Morse and Campbell, and Lovell and Hodgins, and Hodgins' B. N. A. on Geography; Sangster's small Arithmetic and Sangster's large Arithmetic, and Smith and McMurchy's two works on Arithmetic; Lennie and Kirkham, and Bullion and Miller's, and Bullion and Morell, and Davis and Davis' Elementary (two editions) on Grammar, besides various Histories, Mensurations and other books, Readers, &c., now representing to him dead stock, what am I to say? I may tell him in the words of your note to my last report, that the "objection is founded on an entire mistake." But it would hardly convince him while his book-shelf groans under its load. I have, however, convinced many that the Department is correct in its statement, that the books, regarded as a whole set, have been changed only as stated; but then comes the objection: "Why have not the educational authorities controlled this matter? If it is not their act, why have they permitted it?" There is no doubt that the continued purchase of new School books is grievously felt by a very large number of the people of this county, especially among those who are raising large families, and who, naturally enough, believe that the books which enabled Primus to become a good scholar ought to serve Decimus equally well.

The effect of the Orders in Council suspending the Regulations regarding School accommodation has for result the postponing of many of the intended improvements, but ere another year shall pass away, I am confident great strides towards perfection will be made.

Looking now at the County of Norfolk as a whole, I am happy to report that the prospects of education are of a very assuring character. The true value of education is widely felt. The scowl of querulousness whose *animus* I have attempted to explain in the last page or two, is easily effaced from the memory by the encouraging smile of appreciation with which the cause of universal education is greeted on every hand. I have lectured in several places, and have held conversational conferences with Trustees and parents frequently, and from what I know of the actual inner life of the people of Norfolk, I am convinced that edu-

education is highly prized indeed, and that liberal support will be accorded to all measures tending to advance it, without regard to party or creed.

Report No. 2.—No museum of natural history has yet been established in any School in this County. In one School chemical experiments are performed by the Teacher and pupils—in another there is a good microscope.

The influence of our seventeen Public School Libraries is of a highly-beneficial character where the libraries are properly managed. But as only 582 vols. have been taken out this year, it is clear that, in most cases, there is a want of interest. I have been making special efforts to promote good reading in the Schools, and hope to see, ere long, a great change in the number and value of the libraries. I attribute much of the indifference felt towards libraries to the faulty method in which reading has, in many Schools, been taught.

Seventy Sections state that they have read the *Journal of Education*—thirty irregularly—and a few not at all. The last I have marked “not received.”

As to the influence it exerts, I believe, it is nothing to what it might exert. This is not on account of any defect in the matter, for during the past year most of the numbers have been replete with most interesting articles, original and selected. But two causes almost destroy its influence. First, as a rule, only one person in each Section ever sees it. Second, the irregularity of its appearance.

(1.) The Teachers rarely read the *Journal*, because it is sent to the Trustees, and, usually, one of the Trustees is the only reader thereof. It is very desirable that every Teacher should be supplied *directly* with a copy for himself—free of cost. The extra thousand dollars this might cost Ontario would be well invested.

(2.) I can hardly express the strength of my conviction that, unless the *Journal* shall come regularly, it will never wield any power. I have heard many complaints about this point. For two or three months the Trustees would inquire for the *Journal* in vain—altercations with postmasters would become more frequent—and, at last, when hope had well nigh fled, several numbers would arrive in rapid succession or perhaps together. Under these circumstances the papers were seldom read with care. I wish to see the *Journal* issued with such strict punctuality as to engender an appetite for it as a certain day of the month comes round. I know men who really hunger for their weekly quota of intelligence. But such a lively feeling of interest in a paper cannot be maintained but by perfect regularity in the issue.

COUNTY OF OXFORD.

William Carlyle, Esq.—The cause of popular education in this County gives indications of progress. Two obstacles stand in the way of more rapid advancement, resistance to proper classification of the pupils, and the Local School Section System. The former is rapidly disappearing, the latter seemingly becomes more formidable every day. All the Schools have been re-classified. Some, however, I am sorry to say, through “weakness of the flesh,” or lack of experience on the part of Teachers, have been only tampered with in this respect. The pruning knife has been used sufficiently for the hand wielding it to be scratched, and the shrub marred without reducing it to symmetry and a state of fruitfulness. Many Schools on the other hand have been admirably classified, and their masters are reporting great satisfaction to all concerned as the result.

It may seem strange that such a necessary work as classification of the pupils should call forth complaints, and even resistance, on the part of parents. But when it is borne in mind that for years past, the only basis of classification observed was the Reading Book pupils *happened* to be using, and that children were advanced from book to book frequently as they and their parents thought proper, without any reference to fitness, complaints are easily accounted for. There is also a notion prevailing among the less intelligent of the community, that tends to aggravate the difficulty, which is that the ratepayers *alone* have the right to say how the Schools shall be conducted—to determine in the first place whether there shall be School at all for *their* children, and then, the School granted, whether the Government, the Trustees, Master or any other authority, shall interfere respecting its management, beyond what they think is advisable. In their estimation, for any School officer to exercise the power vested in him by law, without receiving their consent, is a piece of inexcusable impertinence.

But the success achieved by those Schools that have been properly classified, together with the approval manifested by intelligent ratepayers is having an influence. By the close of the present year, all good Schools will be classified according to the Regulations. As to the necessity for such a reformation, much could be said. A great improvement was needed in the way of accommodation. But I become more and more satisfied as I visit the Schools, that *internal* reformation is the most urgent. Pupils may be well taught, surrounded by the poorest accommodation.

A noticeable result attends the present classification and inspection. As Trustees listen to a careful examination of their pupils in the rudiments of the branches taught, they frequently remark: "If our scholars cannot answer such questions, they know nothing!" "Why," says one, "our School passes fine *public* examinations, it is puffed, and the master is puffed in the papers, but taken in their everyday dress, and examined one by one in the commonest things, the scholars are nowhere." Making all allowance for excitement occasioned by the presence of the Inspector, and for the different style of questioning he may pursue, still in too many cases the remark of the Trustees is too near the truth. Public Examinations, *as they are frequently conducted*, are shams; and the complaint that Trustees will not attend them, is not always a reasonable complaint. The Indians were greatly instructed in watching Columbus *perform* the Eclipse. But even the Indians might have lost their interest in the course of time, had the Eclipse been *quarterly*. Our best Teachers, indeed all, are convinced of the hollowness of these Public Examinations as a test of the scholarship of the School. The method now prescribed for these occasions is an improvement. Few yet, however, have adopted it.

In my Report to the County Council, I classified the Schools of the County, exclusive of those in the towns, as follows:

	Excellent	Good	Fair	Poor	Very Poor	Total.
Dereham	0	1	7	2	3	13
East Nissouri.....	0	4	3	4	0	11
Blenheim.....	1	2	4	7	2	16
Blanford.....	0	1	2	2	0	5
East Zorra.....	0	1	6	2	4	13
West Zorra.....	0	4	3	4	0	11
North Norwich.....	0	4	4	0	1	9
South Norwich.....	0	2	2	2	4	10
West Oxford.....	0	1	4	3	0	8
East Oxford.....	0	1	1	2	3	7
North Oxford.....	0	1	3	0	0	4
		1 closed at the time of visit			1	5
Embro.....	0	0	1	0	0	1
Totals for County.....	1	22	40	28	17	108
					Uncertain	1 } 109

The chief conditions determining these results are School accommodation and management.

But one School is classified as *excellent*, and I wish to bear testimony here to the ability of the Teachers of a few other Schools, by saying it is no fault of theirs that their Schools are not placed in the highest rank, the cause being something over which they have no control.

Mr. Lean, No. 11 E. Nissouri, has excellent accommodation, but pupils enough for two Teachers.

Mr. Bolton, No. 4, E. Nissouri, has very poor accommodation.

Mr. McDonald, No. 6 West Zorra, had more scholars than he could properly teach.

Mr. Mercer, No. 12 Dereham, has had charge of his School but a short period.

Miss Nesbit, No. 8 N. Norwich, took charge of her School recently, having raised her previous one to a very high standard.

Mr. Smith, No. 1 Blenheim, has too large a School, and a limited School-room to teach in.

There are other Teachers performing their work well, and can the difficulties they labour under be removed, their Schools will, under their management, reach a high grade of excellence.

In reference to the School marked excellent, the attendance is large—too large, but it is so well furnished with apparatus and other School requisites, and so well managed, that it stands first in the County, notwithstanding its large attendance.

The local School system is still yielding its abundant harvest.—Dissensions among neighbours and between electors and township councillors and reeves; weak Sections cannot build houses or incur any extra expense until they are assisted by an addition of territory. Strong Sections say to a man: “We will give none,” while, at the same time, they excuse themselves for not providing accommodation for all their children of School age by saying, “We may build and then lose our territory.” Large Sections have more scholars than they have accommodation for, impose light taxes upon ratepayers, but enormous distances for children to travel. Small Sections are heavily taxed and poorly furnished with School requisites.

The following table will show the disparity in size existing between the Sections of some of the townships.

Dereham.....	13	Sections varying from 3,700 acres to 8,000
East Zorra.....	13	“ “ “ 2,300 “ “ 7,900
West Zorra.....	11	“ “ “ 3,950 “ “ 6,600
West Oxford.....	8	“ “ “ 1,800 “ “ 4,000
East Oxford.....	7	“ “ “ 2,400 “ “ 6,600
North Norwich.....	9	“ “ “ 2,000 “ “ 4,400
Blenheim.....	16	“ “ “ 1,400 “ “ 6,100

During the year seven new buildings have been erected, all, save one, of brick. In other Sections various improvements have been made by repairs, building fences and out-houses, increasing the size of yards, and supplying maps &c. The prospective, though doubtful, change of section boundaries has effectually stood in the way of renovating the accommodation in many localities. And it is to be feared that ultimately improvement will be made before the desired change of boundaries is accomplished. Were the section difficulty not in the way, I am satisfied from the disposition manifested by the Trustees, that good and ample accommodation would, in a reasonable space of time, be provided for all the Schools.

There are some irregularities still practised by Trustees that are inexcusable; one is the employment of Teachers not legally qualified to teach in the County. Violations of the Regulations pertaining to the engagement of Teachers have in several cases brought about the result the Regulations are designed to enable Trustees to avoid. Now that Teachers are not so plentiful as in the past, for a Teacher holding a certificate valid only in the County he lives in to apply for a School where his certificate is not valid, and where he himself is unknown, is, to some extent, ground for suspicion. He is either ignorant of what every *qualified* Teacher knows, or is driven to seek employment out of his own County, and to impose upon unsuspecting trustees, or with his employers to connive at an illegal transaction. Such a transaction took place at the beginning of the year, the Teacher fearing results left at the close of the first quarter, and immediately the Trustees engaged another Teacher similarly situated and while there were qualified Teachers in the County not employed. This tendency on the part of some boards is shown only when employing assistant Teachers. It is due to those ladies and gentlemen that attend the Teachers' examination in any county whenever a School is vacant not requiring a Teacher holding a Provincial certificate, that they have the refusal of the School.

Notwithstanding the obstacles referred to, I *know* the Schools have already been benefited by the new School Act and the Regulations.

COUNTY OF WATERLOO.

Thomas Pearce, Esq.—In this County, the requirements of the School Act and Regulations of 1871, now meet with the all but universal approval of the people, in fact, for the last six or eight months I have heard no complaint except in one or two instances—all compe-

tent to examine the way in which our Schools are now classified, freely admitting that the resulting advantages to primary education must indeed be very great.

It is also very gratifying to me to be able to report that the New Programme of Studies and Limit Table are becoming more and more popular every day. Our best Teachers took the lead in introducing them and in a short time nearly all others had "fallen into line." It is now not at all an uncommon thing to hear *the strict observance of the programme* strongly advocated by Teachers, who, in the latter part of 1871, vehemently denounced it.

Statistical Report.—With the exceptions below referred to, the Statistical Report of 1872, recently transmitted to the Department, may be relied upon as a tolerably accurate statement of the condition and standing of the Public Schools under my jurisdiction for that year. With the view of having my summary Report as nearly correct as possible, I returned, for correction, sixty-five (65) Trustees' reports, and although some of them were sent back even a third time, yet, I regret to say that the numbers reported in the various subjects taught are not entirely consistent with the numbers set down in the different classes; however, as the General or Class Register (introduced, January, 1873) is now used in every School in the County, I trust that misunderstandings of that nature, between the Teachers and myself, belong to the past, and that at the end of the current year I shall be able to send in a report correct in every important particular.

The question "How many pupils can the School-house accommodate?" is not answered correctly. The Trustees, in many cases not knowing apparently what data to use, made, too low an estimate of the capacity of their School-house. The result is that the total accommodation reported for the County is far below what it should be.

School-houses, grounds, fences, &c.—There are, in this County, eighty-three (83) Public, and four (4) R. C. Separate, School Sections, and in these there are now only six (6) log School-houses. Four of these are much more comfortable than some of the frame buildings. The remaining two are in a very bad condition indeed, and will, I trust, soon be replaced by good and comfortable School-houses. One of them—now the only *really* miserable shanty in the County—stands on a low wet corner (the old idea was "good enough for a School-house") at a cross-road, so surrounded with water in spring and autumn that it is with difficulty the children get to the door-step, very little more land than that occupied by the School-house, no wood-shed, no private convenience of any kind, no well, no fence, in short nothing but a wretched, bleak, desolate looking hovel. It is the old story over again, of a once well-to-do Section all but broken up by the establishment of a Separate School near by.

There are five (5) frame buildings in a very bad condition. Two of these will shortly be replaced by new School-houses, the material for which is already on the ground; a third will be overhauled during the summer holidays—the ceiling raised, the building put in good repair, and the School-room fitted up with new desks, &c.; a fourth will be attended to either this or next year; the fifth is in the hands of the putting-off class of Trustees who will, probably, not do anything until they wake up, after a year or two, to find that while they slumbered their neighbours have stolen a march on them that will take them years to overtake.

Besides the new buildings just referred to, a very fine brick School-house, large enough to accommodate two Teachers, will be erected during the ensuing summer in the Village of Winterbourne. In two Sections additions will be built to provide accommodations for assistant Teachers, and in three other Sections the present School-houses will be divided by partitions for the same purpose.

During the last year there were six (6) new School-houses erected—four brick, two frame; two churches (brick) purchased and fitted up; and one wing (brick) built for an assistant.

Twenty-one (21) School lots were fenced in during the year. There remain sixteen (16) that are not yet enclosed. Some of these are lots on which new School houses were built during the year, in others the Trustees having gone to considerable expense for repairs, new desks, &c., and we thought it advisable to let the fences remain over for another year. At the end of this year I expect to see every School ground in the County fenced in with the exception of four or five, and these are in Sections where the Trustees are either paying off a debt, expending largely on other improvements, or anticipating a change of School site.

The School grounds have been enlarged in twenty-two (22) sections during the year. There are yet three or four that require enlargement and I have no doubt it will be done as soon as circumstances will allow.

Very little has been done yet in the matter of wells, only a very few having been sunk

during the year. In most cases, however, where there is no well on the premises, good water is easily procured at a convenient distance. The Trustees are leaving the well and shade-trees in abeyance for the present, but from the spirit now evinced by the people and the increasing interest taken in these matters by Trustees and Teachers, I am convinced that the time is not far distant when Sections will be found vying with one another in the very laudable work of laying out their grounds and planting shrubs and shade-trees.

Programme, Classification, Libraries, &c.—During the last year my time was chiefly given to the introduction of the New Programme and the classification of the pupils in accordance with it. The principal objects I kept in view were, a correct report of the status of the Schools of the County at the end of the year, and the introduction of the General or Class Register at as early a day as possible. By referring to the Statistical Report it will be observed that I have reported none in the fifth and sixth classes, and not quite 2 per cent. of the whole in the fourth class. From this it would seem that this County either stands very low or I must have been unnecessarily severe in my examinations. I believe neither to be the case. I am of opinion that we have Teachers and Schools in this County that will compare favourably with Schools, similarly circumstanced, in any part of the Province, and as regards severity in my examinations, I am fully convinced that, in order to make *real* fifth and sixth classes certain in the future, we must demand thoroughness in the primary classes now. I know we shall not appear to advantage when placed beside other Counties in the Chief Superintendent's next Annual Report, but I am willing to forego appearances for one year, believing that the benefits we shall finally reap from a thorough grounding now, will more than compensate for this seeming disadvantage. At the end of this year I hope to be able to report a large number in the fifth class, and, before long, even an efficient sixth class.

I expect great results from the General or Class Register, which, as previously mentioned in this Report, I introduced last January. Certainly, not the least of its many advantages will be the preventing of unscrupulous Teachers from representing their Schools as standing much higher than they really are. It is now in use in every School in the County and all the subjects of the Programme properly belonging to the different classes enrolled in it are taken up.

I regard it as unnecessary for me here to discuss the proficiency of the pupils in the various subjects studied in our Schools, inasmuch as it has already been done in detail in my Annual Special Report.

I was unable to give a public lecture in each Section during the last year. In almost every School, however, I addressed the pupils on their duties—laying particular stress on habits of neatness and order—and the great importance and advantages of a good education. I spent a good deal of time conferring with, and giving advice to, Teachers, by which I have reason to believe much good has been effected. This year I hope to address meetings in most, if not all, the Sections in the County.

There are in this County but twelve (12) Public School Libraries, with 1,436 volumes in them. Of these only 966 volumes were taken out during the year. In point of fact, I could mention libraries which have not had five volumes taken out in the year. For a short time after the arrival of the new books a few of the English-speaking portion of the people make good use of the library, but the novelty soon wears away, and, in the course of a year or two, it is scarcely known that there is such a thing in the Section.

There is a very fair supply of maps throughout the County. Three or four Schools have *some* apparatus: two-thirds have a globe each, and, perhaps, an abacus; and many have not even these.

Incorporated Villages.—The Schools in the Villages of Waterloo (six Teachers), Preston (four Teachers), and Hespeler (three Teachers), are "Central Schools," each with a very efficient staff of Teachers under the supervision of an able and experienced Master. These institutions are at present in a highly satisfactory condition—a credit alike to Teachers, Trustees and people. Any alteration or improvement I have suggested has met with the most hearty response, in fact, the Trustees spare no expense upon anything that will add to the comfort and convenience of the pupils, and in return they have, as they deserve to have, good Schools.

The Public School in the Village of New Hamburg (three Teachers), I regret to say, viewed from any point whatever, is not in a satisfactory condition. Inadequate accommoda-

tion is the foundation of the trouble—over-crowded rooms, bad order, inefficient teaching, &c., the inevitable consequences. I have twice communicated with the Board of Trustees on the matter. I have not yet received a reply to my last communication, but am happy to state that I have good reason to believe steps will shortly be taken to put matters on a better footing.

The Public Schools in the Villages (not incorporated) of Ayr (four Teachers) and Elmira (three Teachers), reported with the other rural Sections of the County, are in a high state of efficiency. My remarks in connection with the Schools of the Villages of Waterloo, &c., are also applicable to them—eminently so to Ayr.

Miscellaneous.—Teachers' salaries here are from eight to ten per cent. higher this year than last year.

Instead of a scarcity of Teachers in this County, we have four or five whose services are not required.

By the close of the summer holidays of this year, every Public School within this County, having a daily average attendance of about 55 or upwards, will have been provided with suitable accommodation for an assistant-Teacher.

There are but two Teachers' residences erected—one in the Village of Waterloo, the other in School Section, No. 20, North Dumfries Township—both handsome brick cottages.

COUNTY OF WELLINGTON (No. 1).

Rev. J. Kilgour.—In my general remarks, I will follow the order observed in your letter. In Schools where there are more Departments than one, such as Fergus, Elora, &c., I have reported the Divisions by themselves. In the highest Division, pupils are reported as being in the 4th and 5th classes; in second Division, 3rd and 4th classes; in third Division, 2nd class; and in the lowest Department, the 1st class. I am not aware of a single instance where, in the same School, the 1st, 3rd or 4th class are omitted, and 2nd and 5th are reported. I had instances during my first visit where the Teachers had their pupils placed in the 1st, 2nd, and 4th classes, having no 3rd class. This was owing to the want of proper classification, but was changed when I made my second visit.

Very few of the Schools are reported as holding quarterly examinations. I can assure you that I have not only notified the Teachers of the clear and positive reading of the School Law on the subject, but have insisted upon their attending to it, on account of the great benefit resulting to the pupils, as well as tending to keep alive the interest of the Teacher in his work. Justice leads me to add here that in many of those Schools reported as not holding Quarterly Examinations, the Teachers inform me that they devote each Friday afternoon to review the whole of the week's work, and the last day of each quarter to review the work of the quarter; and although they notify Trustees and parents through the scholars, of this Quarterly Examination, none attend. The Teacher reports this as no Quarterly Examination. I shall, however, continue to do my utmost to have this important and beneficial part of the School Law rigidly observed.

When I report that the Programme is not strictly followed, I now note the following particulars:—I have seen pupils reading in the Fourth or Fifth Books, who in Arithmetic and Grammar, were in the same class with those reading in the Second and Third Books, when I would insist upon a proper classification according to the authorized Programme. The Teacher would reply, he dare not do it strictly; the parents would not allow it—the Trustees would dismiss him at the end of the year. I have called upon such Trustees, and lectured to them, and as many of such parents as I could, induced to come to the School House. Concerning the consequences, viz:—the withholding of the Grants, if they persisted in opposing any part of the School Law, or the Regulations sanctioned by the Council of Public Instruction, I endeavoured to convince them that the Programme was the result, or production of great experience and sound thorough knowledge of practical teaching, and therefore it was not merely an arbitrary act, but one in its nature calculated to promote and advance the education of the scholars. Opposition is giving way, and I am happy to say that the Programme will be strictly observed in the Schools during 1873, in my division of the County.

From the above I think the reason will be obvious, "why the pupils do not adhere strictly to the Programme, while the master is teaching another class." Suppose the master is teaching the 3rd class, and a pupil is studying Grammar belonging to the 2nd, and yet said

pupil reads and studies Geography and History in the 4th class—hence my report that the classes do not adhere strictly to the Programme, while the master is teaching another class. As I said above, this anomalous and reprehensible procedure has nearly disappeared. Yet I could not do otherwise than give a true report of matters as they really existed.

In looking at my entry for No. 5, Puslinch, to the question, "Does the Teacher prepare lessons?" I find the following "not done though required." It was an error in transcribing.

I may have omitted answering some of the questions, either in my first or second visit, yet I trust these are few. My sense of duty led me to answer every question, in order that I might furnish the Department with that amount of information, that the real standing and working condition of every School under my charge might be ascertained. In Schools where there were more Divisions than one, I studied to give full answers in one of these Divisions to all the questions in my Report; only adding in the other Divisions what was peculiar to them as such. But if more is required, I shall, to the best of my ability, comply with all the requirements.

I have pleasure in stating that in all the Sections—two exceptions only, and these will build next year—there is the required School accommodation. There are two or three Schools where only one Teacher is employed in each, where the yearly average exceeds sixty. Shall I insist upon their procuring an assistant Teacher in each?

COUNTY OF WELLINGTON (No. 2).

A. Dingwall Fordyce, Esq.—I have the honour to state that I began to visit the Schools in my Inspecting Division towards the latter end of February, commencing with the Township of Amaranth, at the north-east corner of the field. I was disappointed, however, to find that the process of classification, in terms of the new course of study, had, in very few instances, been attempted. Teachers, if they had paid any heed to the Programme, were using it for the most part simply as a guide in certain particulars, and trying to introduce such of its provisions as could be managed most conveniently, but not generally going to the foundation, and making altogether a new start—deferring doing so from one consideration or other; sometimes, in fact, regarding its introduction and successful carrying out as impracticable, sometimes as unadvisable in their particular circumstances. Intimations of the existence of such a course of study, and of its understood obligatory and universal character, had indeed been given previously to the Teachers, but they had in many cases subsequently moved away without bestirring themselves in the way of its introduction, while their successors had frequently been unacquainted with it, and were not seldom mere beginners, and diffident in commencing changes which did not promise to be generally acceptable. Winter scholars were likewise in attendance at the time, whose long continuance at School would soon cease, and whose backwardness in some respects, in comparison with their age, made the introduction of such a change, while they remained, less likely to be generally beneficial, or to do them any good, if it did not operate in a directly opposite way. For these and other reasons I ventured, without giving direct sanction to things as they were, simply to advise the Teachers, in the meantime, to do all they could, before my next visit, in advancing the scholars in such branches of study as, in terms of the Programme, they were most deficient in. I likewise let the scholars themselves know that they would require to be very busy if they would avoid being put back in some branches; and directed the Teachers, where the injudicious advancement of scholars, or their prolonged absence or merely occasional attendance, rendered their progress clearly hopeless without their being turned back, not to scruple in the least to do so. In some cases I did find a pretty near approximation to the required course, but this was commonly, where Teachers had not been changed, and had themselves begun the work previously to the close of the former year, and in such Schools, the deviation was principally in the omission of some of the new subjects, or their use only alternately, or the classification being limited to the lower classes. In Village Schools, as a matter of course, the Programme was more generally observed than elsewhere.

On my second half-year's visit, which was commenced in the beginning of September and continued till the middle of November, the presence of some backward scholars was no less embarrassing than in winter, and seemed to throw into the shade whatever real progress there had been; yet, notwithstanding, I believe there was progress, and in several cases I am dis-

posed to think of a more satisfactory kind than where no check, as in former times, existed, such as is provided by the new Programme, even where, as now referred to, it has not been acted on literally and fully.

I may not have acted wisely or well in the course I have indicated above, but I did find in some cases that it had not disappointed my hopes; and I am inclined to think that, in the hands of judicious Teachers, and these continuing a year or two in one situation, it would be found to answer, and be the means of avoiding difficulties that will otherwise almost necessarily arise, in carrying the new course of study out fully in all quarters.

It follows, from the expediency, as I consider it, of not insisting this year on the entered classification according to the Programme, that my detailed report of proficiency has reference rather to the reading classes than to the classes as arrayed in the Programme. The number of scholars reported as in such and such a reading class, represents the actual number present at my visit, not the number (present or absent) in such and such a class, as I presume is the design where the course of study has been fully followed. I regret the inconvenience this may occasion, in collecting the information contained in Inspectors' Reports, and shall be happy to receive any suggestions called for in connection with the mode I ventured to pursue on this occasion, with respect to a course of study, which, I believe, when it can be fully introduced, is likely to be exceedingly advantageous, but to which, in its entirety, I see very many drawbacks in the meantime in the field I at least work in. Others may have succeeded better by strictly following the course laid down, without regarding obstacles that presented themselves—but I would take the liberty of enquiring whether it might not be possible or allowable to dissociate the reading classes from the general Programme, and only connect with them the history classes for those more advanced in reading, and the object lessons for those in the elementary reading books, letting arithmetic rather than reading be the basis of the general course, and promoting from one reading class to another, just as progress in that particular branch was made irrespective altogether of advancement in other respects. I imagine that many scholars who read with tolerable ease and even fluency in the higher reading books, but who may be indifferently acquainted with other branches, would suffer in respect of reading, by being turned back; and that the new course might be more cheerfully complied with, and prove more generally successful by such a mode as this. The expense of text books I have found to be a serious obstacle in many cases, and have been glad to find Teachers in not a few situations doing all in their power to give some instruction orally where this hindrance to progress existed; and have encouraged them by such means, where they were unable to have the books provided, to do the best for their scholars that they could.

The provision of the Amended School Law respecting adequate School accommodation, so judicious and equitable, I have endeavoured to get attended to. I cannot say that I have been altogether successful, but the following abstract of information on the subject will, I hope, be sufficient to show that a commencement has been made which is at least encouraging:—

Nine new School-houses have been built in my inspecting division in 1872—two of brick (Arthur Village and Section 9 Maryborough), two of stone (Sections 2 and 8 West Garafraxa), four frame (in Sections 3 Amaranth, 8 Arthur, 5 Luther and R. C. Separate School in Arthur Village), and one concrete (in Section 9 Minto).

The foregoing are over and above a log School-house built in a newly-formed Section, No. 8 Amaranth, and some of them (especially those in Arthur Village and Sections 2 and 8 West Garafraxa) are superior buildings with good enclosures and out-houses, and comfortably and conveniently seated. I ought also probably to have included the School-house in Section 3 Amaranth, so far as inside accommodation is concerned, although it might have properly enough been made somewhat larger, and in other respects is not yet complete. In three School-houses (6 Amar., 1 and 11 Maryborough) the roof has been heightened. The first of these has also been plastered inside, and has had the mode of seating improved. Two others have been plastered inside (10 Peel and the Teviotdale School in Minto), while the ground has been enlarged in at least three Sections (4 West Garafraxa, 9 Maryborough, 8 Luther). In several cases I have received a written pledge that by a definite time a new School-house will be provided, or the new regulations regarding accommodation, &c., carried out; in the case of Sections 2 Arthur, 3 Luther, and 15 Peel, by 15th August, 1873; of Sections 1, 2, 3 and 6 Minto, and 4 Maryborough, by July, 1873, or 1st January, 1874, at

farthest. Similar pledges have been received that separate accommodation will be provided for an Assistant Teacher in the case of 2 Peel by 1st October, 1873, and of 3 Maryborough by 1st January, 1874; and, without having received any pledge to that effect, I have some reason to believe that new School-houses will be built next season in Sections 2 Amaranth, 1 and 2 Luther, and R. C. Separate School in Section 6 Arthur. In the case of one of these, indeed (Section 1 Luther), where steps had been so far taken and not fully carried out, I have felt it my duty to insist that they *should* be, and also in Sections 10 Luther, 5 and 20 Maryborough. Tenders have also been sought for building in Section 6 Arthur, on urgent representation of the necessities of the case. Besides these localities, new School-houses are very greatly needed, or enlargement and repairs in Section 8 Peel and 7 West Garafraxa, where meetings have been held, and proceedings, much to my disappointment, and on various alleged grounds, delayed, as I feel that the School-houses now in use are more or less insufficient. Steps have likewise been taken either with a view to improving existing accommodation, providing new site, or enlarging or enclosing ground, in Sections 4 and 7 Arthur, 9 West Garafraxa, 7 Minto and R. C. S. Schools in Sections 11 Arthur and 12 Peel. In the Township of Minto a complete revision has been made by the Township Council, existing Sections greatly reduced in dimensions, new Sections formed, and all the Unions connected with the Township dissolved. I trust that until new School-houses are ready, the old ones may in most cases be made available for most of those who have hitherto belonged to them, and that provision will be made by the Townships outside for the parts of the Union Sections cut off through this arrangement.

I regret that there is much reluctance to employ Assistant Teachers, even where the attendance is altogether too large for *one*, and would almost think it might be better in such cases not to insist on the possession of a County Board certificate, but to sanction the employment, on the recommendation of Inspectors, of the more advanced scholars in such Schools who might be willing to act for the most urgent part of the season, having a right to obtain remuneration for their services at such times. Provision has been made, however, for the employment of regular Assistants by a definite time, in a few cases.

In rural Sections the average salary of Principal Teachers is \$275.98; of Assistants, \$188.60; the highest salary of Principal Teacher, \$480; of Assistants, \$200; the lowest salary, whether of Principal or Assistant, \$168; the average salary of Male Teachers, \$307.23; of Females, \$220.19; the highest salary of Male Teacher, \$480; of Female, \$360; the lowest salary of Male Teacher, \$192; of Female, \$168.

In Incorporated Villages, the average salary of Principal Teacher, \$320; of Assistant, \$280; the highest salary of Principal Teacher, \$500; of Assistant, \$400; the lowest salary of Principal Teacher, \$150 (a R. C. S. School); of Assistant, \$220, the average salary of Male Teachers, \$440, of Females, \$248; the highest Salary of Male Teachers, \$500; of Females, \$400; the lowest salary of Male Teachers, \$380; of Females, \$150.

Out of 110 Teachers employed, either as Principals or Assistants, 63 are males, 47 females; the oldest Male Teacher being 65 years of age; the youngest (having commenced on an old County Board certificate), 17; the average of Male Teachers, 27½ years; oldest Female Teacher employed 47 years; youngest, 16; average of Females, 22½.

Of the 110 Teachers employed for a greater or shorter period during the year 4 have held 1st Class Normal School Certificates; 14, 2nd Class Provincial; 43, 3rd Class New County Board; of Old County Board Certificates—9, of 1st Class, 15, of 2nd Class, and 2 of 3rd Class. 7 have had Temporary Certificates, and 16, Permits from New County Board. There are only from 15 to 20 Schools which could be said as yet to be working nearly in accordance with New Programme or Course; and in no more than 12 Schools is there a Time Table in use, and hung up; in 15 others it is used, but merely for Teacher's *own* use. In addition to the erection of some new School-houses, the following progress has been made, since I reported a year since, in respect of wells and out-houses or privies, consequent on intimation of the law. I should premise, however, that in not a few instances, where the want exists in both particulars, the intention or expectation of having to change the School site before building, has come up as an extenuation of delay. In some instances, I have got the time limited in both respects, and I trust that another year will show corresponding progress at the least. I may have mentioned already that a spring of water near by the School, which can be depended on when wells may get dry,

and the privilege of a neighbour's friendly permission to get water from his well, has been sometimes represented as doing away with the actual necessity in regard to water; yet the inconvenience experienced in some quarters during the present season should be sufficient, I think, to convince some at the least that it is unwise to trust to good will of others in such cases. It is not right, I am sure, to run the risk of a needful refusal at any time. There are wells in connection with 45 Schools, but 43 are still without them. During the past season 8 wells have been provided, and 2 more contracted for, and probably in use now; but as many as 18 wells were represented to me as being out of order. I have drawn attention to wants by means of the Visitors' Book in Schools where I could not personally communicate with the Trustees. Again, there are privies in connection with 66 Schools, 19 of which have been provided during the last twelve months, and 3, in addition, have been contracted for; so that all should be provided, at the same rate, in the course of next year, by which time, I trust, obstacles hitherto existing will have been removed, and this most essential requisite secured in all cases, so long a stigma in many a locality—(the want of it, I mean).

I shall now briefly generalize the principal other points noted in the detailed Report for 1872:—Public examinations held in 54 Schools; not at all, in 35. Prizes given in 16 Schools; not at all, in 73—in some cases a feeling existing against the practice, shared in by Teachers. The Ten Commandments recited regularly in 32 Schools; occasionally, in 26; not at all, in 24; reasons assigned, acquaintance of scholars with them. The Teacher sometimes recites them, and the scholars repeat simultaneously; in other cases, occasional scholars recite them. The Scriptures and prayer are used in 65 Schools; the Scriptures alone, in 3; prayer solely, in 17; and neither one nor other, in 4 Schools. Corporal punishment is occasionally resorted to in 36 Schools; very seldom, in 37; not at all, in 13; very often, in 1; as little as possible, in 2. Merit cards from the Department used only in 3 Schools; other cards are used in 9 Schools; and nothing of the sort in 77. As a test of acquirements, marks are given regularly in 38 Schools, half of these both for recitation and conduct; given occasionally in 14, principally as a help in settling prizes. In 22 Schools, the pupils merely change places in class; and in 15 there is no special test. Monthly reports to parents are only given in 3 Schools; quarterly reports, in 1 School; honour cards in another; and no report in 83 Schools.

There is great need for the general introduction of some good work on education generally, as Teachers, for the most part, have scarcely read anything whatever, beyond what is got in the *Journal of Education*, and the circulation, by Teachers who have attended the Normal School, of notes taken there, among older scholars, who, in their turn, may now be teaching. Single instances are found of the use of works by Dunn, Symon, Currie, Minet and Northaw, and *Cassell's Popular Educator*; also some three instances of Page's work, and the same of Abbott's; but a good comprehensive Manual would be of much service.

I hope to attend more frequently than I have done the past year to giving School lectures, where arrangements can be made for the purpose. I did lecture in the Village of Mount Forest; but at the time of my visit, in winter, it was impracticable to do so generally, and not much easier on my subsequent visit, so as to overtake the other work.

I am sensible that, in many respects, the report now sent is not satisfactory; but as it is but the commencement of a new order of things, I trust to be able to report in another year more as I could wish, with the benefit of any suggestions or directions you may be pleased to give.

COUNTY OF GREY, SOUTH.

William Ferguson, Esq.—Notwithstanding the fact of limited proficiency in study in many Schools, indicated in the special report, largely attributable to irregular attendance and other local causes, I am happy to be able to report considerable and encouraging material progress in School-houses and furnishings, particularly in the western portion of the Riding.

Two neat and commodious brick School-houses (one a handsome two-story), several substantial stone, and some respectable frame buildings have been completed during the year; while a number of others have been more or less supplied with School requisites from the Department, much to the credit as well as the convenience of the promoters of them.

It is true that the importance of *object lessons* and *object teaching* has been overlooked or neglected in many Schools; this defect is being remedied as rapidly as circumstances permit.

On this subject the maxim of the ancients, rendered by good Dr. Watts, is appropriate and should not be forgotten :

“ Sounds which address the *ear* are lost and die
In one short hour, but that which strikes the *eye*
Lives long upon the mind ; the faithful sight
Engraves the knowledge with a beam of light.”

The *outside arrangements* for convenience and recreation (still so defective in many cases), receive *special attention*, and these defects will be remedied as speedily as possible.

Most of the *libraries* heretofore established are now either worn out, or have been so frequently read as to be no longer interesting, but *have already done good service*.

The opposition at first given to the Revised Programme of classification and study is now confined principally to a few, who seem to imagine that to those only partially acquainted with the course of study assigned to the *lower forms*, the only opportunity of gaining knowledge is in the premature use of the *Advanced Readers*. This I have faithfully endeavoured to correct.

The increased value of manual labour incident to the recent railway operations, has seriously affected the attendance at School ; irregularity deranges classes, prevents consecutive study, retards progress, discourages the Teacher, and injures the pupil.

The non-attendance of over 500 children at any School is in many cases traceable to remoteness from the Section School-house. Were *Township Boards* of Trustees substituted for the present sectional arrangement, so that children might attend the Schools deemed most convenient, the attendance would be much increased, many local disputes might be avoided, or more easily adjusted, and in a number of cases the School business would be more satisfactorily and economically conducted.

COUNTY OF HURON, NORTH.

Archd. Dewar, Esq. - Report No. 1.—Thirty-nine Teachers took new Schools at the beginning of 1872, and seven did the same at midsummer. Many of these were young Teachers of no experience, although in some instances these same young Teachers are doing remarkably well, and acquitting themselves better than not a few older hands.

There is little made as yet of object lessons with the junior classes. I believe the reason really is that the greater number have never seen lessons of that kind successfully conducted, and consequently know little about them. Composition is another subject : the report will show that it is passed over too often, and indeed when it is attended to, it is perhaps of all the subjects the most inefficiently taught.

The supply of maps in many of our Schools is entirely too meagre, and anything like a fair supply of apparatus is the exception. School libraries are few in number, and of that few some have fallen into disuse. There is just one library that is really good, and I am glad to state that it is well read too.

I am of opinion that if prizes were awarded more frequently the result would be beneficial. The Trustees and Teachers of those Schools where prizes are regularly distributed, consider the result, in their own Schools, to be beneficial. Irregularity is still working the same old kind of mischief as heretofore.

Two Councils, the Councils of McKillop and Turnberry, have remodelled their School Sections. This has added three new School Sections to those already in existence ; but Union School Section No. 4, Morris and Grey, will henceforth be a union of Morris and Grey with Brussels, which has been incorporated.

Ten new School-houses were erected during the past season. Some of these, however, were scarcely ready to be occupied at New Year, and consequently have not been reported by the Trustees. Preparations are being made for building quite a number during the coming season.

Some of the principal defects noticeable in connection with our Schools and Teachers are “ too little professional reading,” “ too little interest manifested in keeping registers and records of the work of their pupils,” “ a great deal too much bad reading ;” “ training pupils to commit their ideas to writing not sufficiently general ;” “ the work of too many of our Schools characterized by a lack of edge ;” “ a tendency to rush the pupils through the various School-books,” as if the mental training obtained by the pupil were to be measured only by

the number of books read. It is gratifying to know that, notwithstanding the existence of these defects, we have quite a number of excellent Teachers and good Schools too.

I was hoping that when Parliament reassembled the School Law would be so modified as to do away with School Sections altogether. Whether that will be the case, a little time will tell. I know it would be a great benefit to many places in this part of the country, and remove not a few difficulties.

Report No. 2.—I may state that "object lessons," "Christian morals," "civil government," "natural history," "botany and agriculture," are not taught altogether in any of the Schools, and one or two of them in only a few. Indeed the majority of the Teachers are not competent, just at present, to give satisfactory instruction in either botany, agriculture or natural history. However it is not the intention to shirk any of these, as subjects to be taught.

As a general thing, there is an effort made by the Teachers to conform to the Regulations, although in many cases they have not succeeded to the extent of their own wishes.

With regard to School grounds, I believe the summer will leave no School site less than what the law requires. I am sorry, however, to state that few are inclined to go beyond the legal half acre.

Very few general registers are in use yet, the excuses for non-compliance being various. I believe that many of our young Teachers really are puzzled to know how to make them, and are just as much puzzled to know how to deal with "object lessons" successfully.

The reading is too generally of an inferior style, although in several instances it is very good. Indeed the teaching, after making allowance for a few really good Schools and a number of very fair Schools, is weaker than desirable, the Teachers in the meantime working diligently enough. A little more professional reading, and a better attendance on Teachers' meetings, would materially aid at least our young Teachers.

Too many of our pupils, when thrown on their own resources, are found wanting altogether, even although they may be, apparently, able to do considerable, as long as they are confined to the words of their text-book.

I do not, sir, write despondingly or disparagingly either; for although I would like to see our Schools, on the whole, better than they are at present, I believe they are progressing, and will continue to progress until our excellent Programme can be entirely carried out.

COUNTY OF HURON, SOUTH.

J. R. Miller, Esq.—The whole number of School Sections in my district is 80, viz.: In Ashfield, 13; Colborne, 7; Goderich, 10; Hay, 11; Stanley, 11; Stephen, 12; Usborne, 9; West Wawanosh, 7. There are 17 Union Schools, 2 R. C. Separate Schools and 1 Protestant Separate School.

The whole number of School-houses is 83, of which 22 are brick, 1 stone, 37 frame and 23 log. The titles to School-houses are Freehold 78, Rented 5. The number of School-houses properly enclosed is 55, a very large increase during the past year. I have every reason to believe that almost, if not all, will be enclosed during the present year.

During 1872 there have been built 9 new School-houses, and one removed and fitted up in such a way as will cause an expenditure almost equal to a new one. The Township of Hay has done well in erecting 5 School-houses, the one at Zurich being probably the best rural section School-house in the county. Of those built during the year 3 are brick, 5 are frame and 1 log.

One School-house, No. 9 Goderich, was burnt to the ground with all its contents. The trustees have advertised for tenders for the erection of a new one, and in the meantime classes are being taught in a room engaged for the purpose.

During the present year I expect, from promises made by trustees, that not less than 16 new School-houses will be built.

The total number of schools or separate departments with registers of their own is 92. A number of schools have had assistant teachers for a time, these have not been counted in all cases.

The whole number of school visits was 1,534: By Clergymen, 109; Municipal Councillors and Magistrates, 28; Judges and Members of Parliament, 2; Trustees, 336; other visits, 893; Inspector, 166.

The total number of school lectures was 55. In many places meetings were announced, but from stormy weather and other causes the attempt proved a failure. The above number refers to evening meetings. During the winter evenings the house was generally well filled, indeed many times crowded to excess, thus showing the interest taken by the people in the welfare of their children. I took as my subject "The new School Bill and Regulations," explained the several duties of teachers, children and parents, with respect to this, and dwelt most particularly on the necessity according to law of each parent sending his children to school at least four months in the year, and also the benefit of following the programme of studies prescribed for the Public Schools. I believe these meetings have done much to remove many of the prejudices entertained against the present School Law, and at the same time awakened many to a sense of duty in respect to School matters.

There are reported 75 Sunday Schools, 509 teachers and 4,788 Sunday School scholars.

The *School accommodation* in the eight municipalities is adequate for only 7,009. The following table will show the number of pupils for which the law requires accommodation, the actual accommodation and the additional amount required in each township:—

NAME OF TOWNSHIP.	School Population for 1872.	Accommodation Required for at least	Accommodation Provided for	Additional Accommodation Required for
Ashfield	1,624	1,624	1,013	611
Colborne	745	745	621	124
Goderich	1,045	1,045	763	182
Hay	1,183	1,183	1,088	95
Stanley	1,203	1,203	937	266
Stephen	1,470	1,470	1,125	345
Usborne	1,394	1,394	935	459
West Wawanosh	895	895	527	368
Totals	9,559	9,559	7,009	2,550

From the above it will be seen that we require about one-third more accommodation than is now provided.

I find that all but 12 have the necessary offices connected with play-ground. The number of sites of proper size is 64; properly fenced, 55; and the number of sections that can boast of full accommodation for the pupils of section is 49.

The average time the schools were kept open is 11.54 m's.

In 56 Schools the Ten Commandments are taught weekly, and 75 Schools are opened and closed with reading the Scripture and prayer.

The whole number of *Teachers* employed during the year, for a longer or shorter period, is 104.

The whole number employed on 31st December, 1872, is 92.

The religious persuasion of the teachers is thus reported: Presbyterians, 37; Methodists, 31; Episcopalians, 17; Roman Catholics, 4; Baptists, 2; Quaker, 1.

Only 19 teachers have ever attended a Normal School, five hold first-class Normal School certificates, 14 have second-class Provincial certificates, 13 with first-class Old County Board certificates, 1 with second-class, 52 with third-class New County Board certificates, and 6 with interim certificates.

The highest salary paid to a male teacher is \$500; the lowest \$120. Average by townships, \$347 25.

The highest salary paid to a female teacher is \$300. The average by township, \$182 50.

Average salary of teachers in the several townships as follows:—

	Males.	Females.
Ashfield.....	324	254
Colborne	384	245

	Males.	Females.
Goderich	337 $\frac{1}{2}$	
Hay	329	229
Stanley.....	359	171
Stephen.....	336	207 $\frac{1}{2}$
Usborne	357	156
West Wawanosh	351	197 $\frac{1}{2}$

The total number of *Libraries* in Public Schools is 38, the number of volumes 2,816. 1,977 volumes were taken out by 705 separate applicants. The number of Sunday School Libraries is 46, with 4,498 volumes.

The libraries are distributed as follows :—

	No. of P. S. Libraries.	No. of S. S. Libraries.	Total.	No. of Vols. (P. S.)	Volumes (S. S.)	Total.
Ashfield	2	5	7	90	335	425
Colborne	7	5	12	514	410	924
Goderich	3	7	10	186	695	881
Hay	7	6	13	257	285	542
Stanley	5	4	9	595	720	1,315
Stephen	4	5	9	395	411	806
Usborne	9	12	21	579	1,172	1,751
W. Wawanosh ...	1	2	3	200	470	670
Totals.....	38	46	84	2,816	4,498	7,314

I completed my third tour of *inspection* in time to hold a competitive examination of the Colborne Schools before commencing the work of examining teachers. In my last report I stated that on my first visit I spent the early part of the day in examining the method of the teacher in conducting the work of the School, and that in the afternoon, in the presence of the parents who had been notified in the meantime, I proceeded to reorganize the Schools as required by the new programme of studies. On my second visit I found many of the teachers doing very good work and adhering as strictly as possible to the regulations in force under the new Bill. These in all cases expressed great satisfaction with the fact that now they knew what was to be done, and, of course, that their work was more satisfactory to them. In all such cases very good progress was being made. In other cases, where a change of teacher had taken place, and no proper statement was left as a guide to the coming teacher, the work had to be repeated on the second visit.

At the commencement of the year, in order that no such difficulty should again arise, I entered the name of every pupil in a book kept for the purpose. This had the desired effect. I continued the work of trying to secure uniformity in teaching throughout the district, by teaching wherever I thought it to be necessary as I had previously done. More particularly was this the case in the first form. I urged all pupils to provide themselves with slates, so that each, even the youngest, might be employed when not reciting. I also requested that as soon as children entered the second part of the first book they should have a daily lesson at least on the Multiplication Table. On my first visit I requested the teachers not to promote, except in first classes, until my return, when we could promote together. This rule was rigidly adhered to in most cases, and in consequence it was necessary to examine very thoroughly the work of every class, thus giving the Inspector a very large amount of labour. In some cases 10 hours were spent in examining and arranging classes in a single room. I may state that the examination throughout was conducted orally.

On my second tour in 1872 I introduced a system of examination new to a large majority of the Schools. I mean a written examination in all classes. I had previously notified teachers that the slate and blackboard must be used more extensively, and finding a certain amount of carelessness in this respect, I determined to put all Schools to a test in a practical way. I had sets of questions printed, taking only the most important subjects at first, viz. : Spelling and Etymology, Grammar, Geography, Arithmetic and Composition, to these of course were added Reading and Writing.

The questions prepared were exceedingly simple, but at the same time practical, and were submitted to the pupils of every School.

After a thorough written examination in every School, I am compelled to say that on the whole I found the Schools much below my expectations. Some Schools did very well, others did fair work, but the great majority are not doing the work that should be done. Why is this? Teachers have not been thorough enough in laying the foundations while pupils are in the first book. It has been hurry on, quantity, not quality, considered. No wonder that we meet with those who complain of the want of knowledge of practical things possessed by too many boys and girls graduating from our Schools. Need it be wondered at, when pupils who are studying Proportion cannot work correctly a simple question in Simple Addition, in eight cases out of ten, as was really my experience? So long as such a system of teaching prevails, so long as mere timeservers are in the profession, just so long will the pupils of such go out from the School-room not prepared to enter properly into the duties of life. I sincerely trust that the difficulty spoken of will soon disappear under the present system. While I speak thus, in justice to a very large number of teachers, I am bound to bear very willing testimony to the very great ability and perseverance shown in the performance of their work. Many of the teachers are young, and are only too willing to do all they can, as is evinced by the many questions asked by them respecting matters pertaining to School work when passing from School to School.

TABLE showing the number present on Day of Examination:—

NAME OF TOWNSHIP.	First Form.			1st.	2nd.	3rd.	4th.	5th.	6th.	Total.
	1st.	2nd.	2nd. R.	Form.	Form.	Form.	Form.	Form.	Form.	
Ashfield	99	87	145	331	155	62	37	5	.....	590
Colborne	78	47	87	212	79	25	22	4	.....	342
Goderich	72	61	73	206	76	33	30	.....	.....	345
Hay	166	120	100	386	73	25	14	.....	.....	498
Stanley	101	61	120	282	105	62	62	11	.....	522
Stephen	172	76	104	352	60	20	11	5	.....	451
Usborne	86	82	127	295	135	94	55	21	2	602
West Wawanosh	65	51	77	193	68	30	15	6	.....	312
Total	839	593	833	2257	751	351	249	52	2	3662

I found fair pronunciation, but in very few cases was there that expression necessary to make *Reading* interesting. There was too much of the humdrum monotony; but the subject is one in which the pupils were most proficient.

The average per cent. by townships is, Ashfield, 72; Colborne, 70½; Goderich, 66; Hay, 68; Stanley, 70; Stephen, 66; Usborne, 72; Wawanosh, 70. Average, 69.

Spelling and *Etymology* were well taught in very many Schools, but in some, words correctly spelled were the exception not the rule. The pupils of Ashfield received credit for 56 per cent.; Colborne, 65½; Goderich, 55; Hay, 64; Stanley, 58½; Stephen, 55½; Usborne, 59; Wawanosh, 59. Average, 59 per cent.

The subject of *Grammar* should be taken up when pupils are reading in the Third Reader, junior class. The method too frequently adopted is to place a text book in the hands of a pupil and require him to prepare a task. Such a plan with young pupils is merely a waste of time. The following results show too clearly that proper attention has not been given to this important but too much neglected subject. I may state that in very few Schools did I find the subject ignored in the proper classes. As a general rule the subject was much better taught in the Senior than in Junior classes.

The following are the averages in each township:—

Ashfield, 53½ per cent.; Colborne, 60; Goderich, 48; Hay, 56; Stanley, 52½; Stephen, 55; Usborne, 61; Wawanosh, 57. Average, 55½ per cent. In second form the average is only 38 per cent.

The *Geography* as a rule was wretchedly bad in junior classes, and even in senior classes. The most absurd definitions were given, and apparently with the consent of the teacher who

thought all was right when the following definition of Equator was written: "The Equator is a line passing through the centre of the earth."

The following questions were given to boys and girls in the Junior and Third Reading Classes:—

1. Write down the name of the township and county in which you live.
2. Which point of the compass is opposite the east?
3. Name three of the natural divisions of the land.
4. Name three of the natural divisions of the water.
5. In what township is the county town situated?

In answer to the first question I received a great variety of answers. Fully 50 per cent. of the pupils did not answer the question fully, and sometimes not a single scholar in the class could tell in what township he lived. Some said Africa, a very large number said America, but whether in North or South America they could not tell, many saying South. It has been of too frequent occurrence that pupils are taught a knowledge of all other countries before learning the geography of that country in which they propose to spend all their days.

Pupils of Ashfield average 48 per cent.; Colborne, 58; Goderich, 44; Hay, 53; Stanley, 47; Stephen, 49; Usborne, 53; Wawanosh, 50. Average, 50 per cent. Average marks given on the paper given as an example, 31 per cent.

If mathematics are to be of any use it is absolutely necessary that pupils be trained to work correctly. Unless this is the case, the knowledge gained is a positive injury instead of a benefit. In order to acquire correctness in working, more time should be devoted to teaching *Addition* and *Subtraction*. With these well grounded, good mathematical scholars may be made, but not without. In many Schools this work is very imperfectly performed. I think that I can safely assert that fully 50 per cent. of our pupils have not thoroughly learned the rules above named.

The following questions were given to Third Class pupils, boys and girls, who are expected to work Multiplication, Division, the Compound Rules and Reduction, ascending and descending:—

Set down in Arabic Numerals the numbers:

Seven thousand and seventy-seven; five thousand and six.

2. Set down in Roman Numerals the numbers:

One hundred and fifty-five; three hundred and thirty-three.

3. Add together, 307, 590, 2045, 709, 3476, 236.

4. Add together, 836, 54, 1110, 309, 68, 450.

5. From 503007 take 213098.

6. From 81170620 take 29041072.

In these questions, involving only the writing of numbers, Addition and Subtraction, and worked by children well advanced in years, some of them, before the reorganization of the Schools, reading in the Fourth or Fifth Books, we only get an average of 52 per cent., one class getting as low as 22 per cent., while several only succeeded in securing 23 per cent.

The average of all classes in the several townships is, Ashfield, 50 per cent.; Colborne, 52½; Goderich, 50; Hay, 60; Stanley, 49½; Stephen, 57½; Usborne, 50; Wawanosh, 59. Average of district, 53½ per cent.

Composition, so far as a subject to be taught in schools is concerned, was almost entirely ignored. My attempts in introducing it have not been fruitful so far, but I expect to reap the harvest on my next round of visits. Very many pupils could write nothing when "The Cow" was given for subject. One of my questions to scholars in the Senior Third Class was, "write four sentences about the cow." Very often I received such as the following:

The cow kicks. The cow jumps. The cow eats. The cow gives milk.

"The cow kicks" was a favourite answer, and given by a very large number—probably many of them had practical illustrations of the truth of their statement.

There is no subject that really requires more attention on the part of the teacher, as there is no more important branch of a Public School education.

On account of the desks being in very bad repairs in many of the Schools, and owing to their crowded condition, it is useless to expect good *Writing*. In too many cases, because of the carelessness of parents, pupils are not properly supplied with suitable copy books; in-

deed, in one School I found only one copy book. In many instances I found that teachers paid no attention to writing, allowed pupils to write or not write, as they pleased. More attention must be paid to the subject in future. The average mark throughout the district is 69 per cent.

The subjects named are of vital importance in any system of education, and more particularly in a young country such as ours. It will be my constant aim, while not neglecting the other subjects required, to give very great prominence to these.

In concluding this part of my report, I may state once more that the same test was given to all pupils of the same class, five different sets of questions being required. The result has been that I have fairly taken stock of the knowledge of the pupils in all the Schools, and from this time forth I will be able to report, as I sincerely hope, a very great amount of progress as time rolls onwards. The result of the whole examination by townships was, Ashfield, 54½ per cent. ; Colborne, 60 ; Goderich, 51 ; Hay, 57 ; Stanley, 53½ ; Stephen, 55 ; Usborne, 58½ ; Wawanosh, 56½. I may also be permitted to state that I spent on an average during the year 9½ hours in each School, being one-half more than is required by law.

Through the kindness of William Young, Esq., fifty dollars worth of books were to be distributed among the Schools of the Township. At a meeting of teachers it was resolved to hold a competitive examination some time during the month of December. It was also decided that three pupils be selected from each form in each School, and that the test should be form against form. The result was most satisfactory, the children and teachers, and I may say the parents, were all stimulated to do their utmost. It has created an interest in School work that must bear good fruit. I trust that during the present year such friendly gatherings will take place in each township, as I am confident such meetings afford a healthy stimulant to all concerned.

The law declares that every child has a right to attend School. The law declares too that every child between the ages of 7 and 12 shall attend during four months of the year. The law also declares that every Section must provide adequate *School accommodation* for all pupils in the Section. The want of proper room is much felt in several sections. The Honourable the Attorney-General has given as his opinion that the Chief Superintendent of Education must enforce the law. I am called upon to do it by him, and while I shall regret exceedingly if I am compelled to withhold the grant from any School, still it is my duty so to do where the law is openly set at defiance, and however disagreeable it may be I must do it. I am happy to state that very few cases exist where trustees are not willing to comply within reasonable time. However, I have been very lenient hitherto, not having withheld a single grant. Now, however, no grant will be paid without a promise from trustees that needed improvement will be made within a satisfactory time.

I proposed embodying in my report a strong recommendation in favour of establishing *Township Boards* of Trustees, and giving full particulars as to the working of such in other counties, but as the Government proposes to bring forward a measure with such an object in view, and in such a way as will suit the views of all that objected to Township Boards as formed under the present law, I shall only give the following as among the many benefits to be realized by abandoning the present School Section system :

1. It would secure just as many Schools as the necessities of the community demanded, each being an integral part of one central organization, and adapted to the wants of each individual.
2. It would dispense with a large number of School officers.
3. It would establish a uniform rate of taxation.
4. It would furnish more uniform and equal advantages and privileges to every citizen.
5. It would allow the child to attend School where his own interests would be best conserved, with no restraint save what the general interests might require.
6. It would prevent strife about district lines.
7. It would diminish the aggregate expenditure for Schools.
8. It would secure a more efficient system of School inspection and supervision.
9. It would secure permanency of supervision.
10. It would secure a greater permanency of teachers.
11. It would secure a better class of teachers.
12. It would secure a better compensation to competent teachers, and less employment for incompetent ones.

13. It will secure better School houses.
 14. It will secure greater facilities to teachers for reference and illustration.
 15. It will ensure Schools in every district, and prevent a bare majority from depriving a respectable minority of School privileges.
 16. It will tend to diminish neighbourhood quarrels.
 17. It would ensure the employment of fewer nephews and nieces, sisters and sisters-in-law.
 18. It would insure a larger aggregate of interest on the part of the community in each School.
 19. It would render possible competitive examinations.
- In the early part of last year I found a difficulty in *supplying teachers* for the Schools. I granted a large number of permits, and during the year not one School was closed for want of a properly qualified teacher.

COUNTY OF KENT.

Edmund B. Harrison, Esq.—In two instances a disposition was manifested to disregard the "New Regulations" and "Programme of Studies," to do without the Government and Municipal Grants, and to support a private School, but after some explanations on my part, and taking into consideration the expense and difficulties a private School would most likely produce, the above did not appear to be quite so arbitrary or unnecessary. I might in justice say that such opposition has been generally the result of misconception.

Many have said, "I am glad there is a prospect of having things about our Schools better done," or words to that effect. Our new School-houses are more commodious and more comfortably seated than those built prior to 1871, but there are only a few that have shade trees near them.

The marks obtained by candidates at the varied examinations on School law and education were very low. Object lessons, except by a few teachers, are either barely taught, or not taught at all.

The teaching on the whole is more thorough, especially in the meaning of words, and on the subjects of the Reading Lessons, but we are much in need of a larger staff of trained Teachers.

Public School Library books are scarcely asked for, while the Sabbath School Library books appear to be in demand. I think this is owing to the constant accession of new books to the latter, while the former do not appear to have had any new books since they were first established.

COUNTY OF LAMBTON, EAST.

Geo. W. Ross, Esq., M. P.—The total School population of my Division, as compiled from the Reports of the Trustees for the year ending December 31st, 1871, was 5,707; of that number 4,461 were enrolled upon the Registers the first half of this year, and 4,360 the second half. The following shows the number present and registered in each Township at the time of my two separate visits:—

	Registered 1st Half.	Present Ditto.	Registered 2nd Half.	Present Ditto.
Bosanquet.....	1,058	753	1,054	498
Brooke.....	690	419	687	341
Euphemia.....	569	198	325	221
Plympton.....	1,234	865	1,189	670
Warwick.....	910	544	1,105	600

Comparing the attendance at the visit in 1872, with the corresponding visit in 1871, I obtain the following:—

Bosanquet, 1871	443	1872	498
Brooke "	343	"	341
Euphemia "	177	"	221
Plympton "	645	"	670
Warwick "	529	"	600

This shows a slight increase in all the Townships in my Division, or an increase of 193 in the whole Division, the total number present being 2,330, as against 2,137 in 1871. The average attendance per School in each Township, as compared with last year, is as follows:—

Bosanquet, 1871	34	1872	41
Brooke	34	"	34
Euphemia	35	"	32
Plympton	34	"	35
Warwick	44	"	46

The smallness of the *average* attendance at our Schools, compared with the number entered upon the Register, is something that loudly calls for comment. A glance at the following comparative statement will show the serious delinquency existing in regard to this matter—a delinquency of which Teachers complain very much, as it militates both against their popularity and usefulness. The average attendance in Bosanquet was less than 70 per cent. of the whole number registered; Brooke somewhat the same; Euphemia 70 per cent.; Plympton about 55 per cent.; and Warwick only about 50 per cent.

Nor does the average for the last half-year, as exhibited by the Trustees' Report, contain much more gratifying evidence of regularity in the attendance of our School population, as the following shows:—

Registered in Bosanquet...	1,058	Average by Trustees' Report...	590
" Brooke.....	690	"	374
" Euphemia ...	569	"	331
" Plympton....	1,234	"	810
" Warwick	910	"	637

The work to be done in securing a more regular attendance at the Public School is one to a great extent, beyond the power and reach of the law; nothing but the mutual interest of the parent and the child in securing a good education will fill the School day by day. How to excite that interest more fully; how to make the child feel it a great disappointment not to get to School, and the parent a great loss to the highest interests of the child, is the great problem now to be solved. Truly more than one-half the motive power of our Educational Institutions, particularly our Public Schools, is wasted or nullified by *irregularity* of attendance.

Salaries of Teachers.

But very little of a financial character comes under my observations. I can only give the average salaries of the Teachers as compared with last year, leaving you to draw your own conclusions.

Bosanquet, 1871	\$296	1872	\$308
Brooke	271	"	277
Euphemia	317	"	365
Plympton	324	"	323
Warwick	292	"	309

Being an average of \$318 as against \$300 the previous year. The average salary of Female Teachers in the whole Division is \$243.

Studies—Progress.

In regard to the studies pursued in our Public Schools, I have to report very much as I did last year, that a great amount of work has to be done in the rudimentary branches, before the whole Programme laid down by the Council of Public Instruction can with safety and profit be taken up. My own aim has been to secure a much higher degree of efficiency in reading, writing, arithmetic, geography and grammar, before occupying much time with other branches. In rural districts a great many of the pupils leave School at a

very early age, and this, together with their irregularity when professedly at School, keeps them very far behind. In fact, fully one half the time, the majority are absent altogether, and a great portion of the other half is taken up reviewing work previously gone over. The following summary of the whole work of the Division, as compared with last year, will give a fair idea of the present standing of the Schools :—

Number	in	1st Reader,	1871	.....	698	.....	1872	.....	745
"	2nd	"	"	.....	411	.....	"	.....	536
"	3rd	"	"	.....	498	.....	"	.....	502
"	4th	"	"	.....	293	.....	"	.....	342
"	5th	"	"	.....	250	.....	"	.....	196
"	Writing....	"	"	.....	1,061	.....	"	.....	1,099
"	Grammar,	"	"	.....	506	.....	"	.....	768
"	Geography...	"	"	.....	776	.....	"	.....	800
"	Arithmetic..	"	"	.....	1,132	.....	"	.....	1,159
"	English History	"	"	.....	154	.....	"	.....	135
"	Canadian	"	"	.....	75	.....	"	.....	71
"	Geometry .....	"	"	.....	9	.....	"	.....
"	Algebra .....	"	"	.....	18	.....	"	.....	5

Lectures.

In this department of my work I have endeavoured as far as circumstances would permit to comply with the School Act. In some cases I have even done more than the Act requires. There being no time specified for delivering lectures and the instructions to Inspectors (See sec. 91, sub. sec. 4, visitation of Schools) forbidding any notice to be sent in advance, I felt that in order to *reach the people* to any great extent, due notice should be given of the public lecture. Accordingly I informed the Teacher by post of the time and object of the lecture (generally the evening) and thus secured a fair attendance of the ratepapers of the Section. I have lectured in all the School-houses in my Division with only two or three exceptions. What good will result time alone can tell, suffice to say that I have called particular attention to those matters in regard to which I considered the people either indifferent or negligent, and endeavoured, while being instructive, to be as *practical* as possible.

Programme of Studies.

In the instructions to Inspectors it is enjoined that the "Programme of Studies" drawn up by the Council of Public Instruction shall be strictly followed, "nor shall *any* subject in the course be omitted." In endeavouring to carry out this part of my instructions I have encountered obstacles which, in the interest of many of the pupils attending our rural Schools are absolutely insuperable. So far as the first FOUR FORMS is concerned the matter is comparatively easy, and Teachers have no difficulty in securing general compliance. In the fifth and sixth FORMS, however, I have not been able to secure conformity in a single instance. As already said in a former part of this report, a great many pupils attend School but a short time during the year, and that for the purpose of taking up certain studies which they deem of pressing necessity; and neither parents nor Trustees are willing to have the time of such pupils occupied except in those studies. I do not wish to be understood as finding fault with the Programme. On the whole its design is good and something of a similar kind, has long been required in our Public Schools. But, still I find that a rigid compliance with all its details would be regarded as a *revolutionary* act, which, I am convinced would be damaging to the interests of education at the present time. Some alterations might be made which, while keeping the whole scheme intact would render it more convenient, and I think also more popular. Instead of dividing the Schools into six forms or classes, as is now the case, if the reading books were adopted as the basis of classification and the School accordingly divided into five classes, the Teacher would have a more definite line of division, and could, therefore, secure a more ready compliance. The pupils would also feel that in order to be promoted to a more advanced reader, a certain efficiency in other branches was necessary, and their anxiety to procure this promotion would act as a stimulus to exertion. Besides in many of our rural Schools, the number in the 3rd and 4th readers does not exceed

6 or 10. To subdivide a class of this size is to multiply the labours of the Teacher, and prevents that emulation and enthusiasm so desirable in Public School work. In my experience of the working of the "Programme" I believe the changes above referred to would be at once popular and beneficial, and remove many causes of annoyance arising out of my attempts to secure anything like a reasonable compliance with the requirements of the School Act. By this change the amount of labour required need not be at all diminished—the *third form* being merely required to do the work laid out for the 2nd and 3rd, and the 4th form the work laid out for the 4th and 5th.

Method of Instruction.

Question 14 of Detailed Report was of so comprehensive a nature that it could not be answered with any degree of satisfaction in the small space allotted; I have therefore chosen this way of informing the Department on this important point. Speaking in general terms, the greatest defect in the "Method of Instruction" adopted by the majority of Teachers is the purely routine character of the work. They enter but little, and in many cases none at all, into the *philosophy* of the subject. If an answer is given to a question in the *words of the book*, it is all that is required. There is no attempt at ascertaining whether the scholar understands the *scope* of the answer. In fact some Teachers seem to prefer this sort of answering—the result being that such scholars utterly fail when examined beyond the merest routine. I find this defect particularly common in Grammar, Geography and Arithmetic. Scholars who have gone through Etymology are often unable to give the reason for the simplest proposition. All they know is that it is so, because the *book says so*. Similarly with Arithmetic and Geography; many can tell the shape of the earth, but few can give the reasons for their belief.

There seems also to be a great neglect of the really *practical* part of School work. Rules are committed to memory, the brain is crammed with formulæ and facts; but there is no mental assimilation or digestion of those facts. In short, the great error is a lack of the *inductive* and the *practical* on one hand, and too much *book work* and *rote* on the other.

Standing of Teachers.

The following tabular statement exhibits the standing of the Teachers for the current year:—

Number holding a Permit merely.....	6
“ “ Normal Certificate.....	7
3rd Class New System or Law.....	18
1st “ Old County Certificate	11
2nd “ “ “	21
3rd “ “ “	2

The "Tone and Spirit" of the Schools, as compiled from Detailed Report, is as follows: *Excellent*, 11; *Good*, 25; *Fair*, 15; *Middling*, 10; *Inferior*, 1.

The "State of Discipline" is as follows: *Excellent*, 11; *Good*, 33; *Fair*, 9; *Middling*, 6, and *Inferior* 3. The number of Teachers who have read some work on the profession is 29; those who have not read any, 36.

In concluding my Report, permit me to acknowledge my indebtedness to you, sir, as the Head of the Education Department, for your courtesy and promptness in attending to all matters requiring your assistance. I trust that you may long be spared to assist the cause of popular Education in this Province, and by your matured experience to direct a work that has already accomplished so much for the social and moral elevation of the people.

COUNTY OF ESSEX, NORTH.

Theodule Girardot, Esq.—I mentioned in my last year's Report that no less than ten new Schools would be built in 1872. I am happy to state that, instead of ten, sixteen were built. fourteen of which are good frame structures, with large and well-ventilated rooms. Most of them have lobbies, and four of them have two rooms, in order to have two Teachers. Two of the Schools are log: they have been built by coloured people, in a coloured School Sec-

tion; it is as much as they could do. Sandwich East built six new School-houses; Anderton, one (coloured); Maidstone, three; Rochester, five: Tilbury West, one. Besides these sixteen new buildings, five others are now in course of construction, and all of them have nice and well-fenced lots. Seven School Sections, which had School-houses, fenced their sites. All this, I think, is sufficient to show you how well the Regulations in regard to School buildings have worked, and that, without any opposition from the people; on the contrary, every one seemed to be anxious to have a fine School-house. There are one or two exceptions: in one case the Trustees did not agree with the majority of the people in regard to a School site; an arbitration had to take place, and the arbitrators decided in favour of the site chosen by the people. Two of the Trustees, being dissatisfied with the award, refused for several months to take any steps to build a new School-house, which was so much needed. I had to threaten them I would withdraw the County Grant from the School Section; then they went to work, but slowly. Finally they have now a good School in process of construction, with two rooms and lobbies. The County Grant is not yet paid to that Section, but as soon as their School-house shall be nearly completed I will give the order for it.

As you may see in my Reports, several Sections furnished text-books and stationery to the children. The Township of Tilbury West is remarkable in this respect. This method has a very good effect; for, as a general rule, the scholars are most of the time poorly provided by their parents with the necessary requisites.

Being so far from the Normal School, we have only a few Teachers who attended it. Some of our old Teachers are doing very well and render great services to Education in this County: but many others are very deficient in School management. This shows the necessity of having a Normal School in the extreme West, and a Teachers' Institute in every County.

I have a few Schools which are not provided yet with Teachers. In three of them, (the population being entirely French) the French is acquired along with the English. Until this time I do not know of any qualified Teachers who would teach in those Schools, or even, any who would teach with permits; however I hope to discover some in a short time. Our educated young people, principally those knowing French and English, find situations so easily in Windsor or Detroit, that very few of them are inclined to teach Schools. I cannot end without mentioning the Town of Sandwich, which is under my supervision, and is remarkable for its School-houses and sites. Four or five years ago two nice brick buildings were erected on beautiful spots, over an acre each and neatly fenced; one for the use of the French population, and the other for the English. These Schools, which are kept by first-class Teachers, have two departments each, and are equally supported by the Town, along with a coloured School. For a small municipality, I can say Sandwich is ahead of many other Towns.

The R. C. Separate School of Amherstburg, which is also under my supervision, is doing very well. The Sisters of J. M. J. have a splendid convent in this Town where they keep two junior departments of the R. C. School, the management leaves nothing to be desired. The senior department of the same School is kept by a male Teacher, and is also doing well.

COUNTY OF ESSEX, SOUTH.

James Bell, Esq.—A School Museum appears to be a proper accompaniment of the prescribed exercise of object lessons. I am sorry to say that we have no museum in these Townships, and that object lessons have been too much neglected in a large majority of the Schools, the excuse being that there is no time for them. This, no doubt, is often the case. But this want of time is caused by the imperfect and slovenly manner in which the School exercises are conducted. In the reading classes a large portion of the time for recitation is wasted in correcting blunders, to the neglect of questioning and explanation. In some cases it has been stated by the Teacher, as an excuse for neglecting object lessons, that no objects had been provided for the School. This is an example of the mechanical routine spirit, which was probably the rule in the Schools in which almost all of our Teachers received the whole of their education. Few of them have ever seen teaching done as it ought to be done. In the few Schools which I have examined this current year, I have spent the whole day, devoting the afternoon to showing the children (individually) familiar minute objects under the microscope.

COUNTY OF LANARK.

The following table, embracing some of the most prominent statistics, may prove not uninteresting:—

Population of County Lanark, (Census 1871).....	27,550
Total number of children of School age (5 to 16).....	7,500
Number entered on Registers, 1st half 1872.....	5,457
“ “ 2nd “	4,915
Number present at 1st visit, 1872.....	2,914
“ 2nd “	2,858
Average 1st half 1872.....	2,756
“ 2nd “	3,620
“ whole year.....	3,188

Compulsory Attendance.

It was a wise provision of our Legislature to enact a law compelling every child, within certain ages, to be sent to School for at least a portion of every year; but it is much to be regretted that this wholesome legislation has not yet taken a firm hold of the people. The statistics of this and other countries, as well as of the whole Province, must convince any reflecting mind that this law is, to a certain extent, a "dead letter." In the year 1871, about 38,000 out of 500,000 children of School age in this Province are reported as not having attended any School whatever, and in this County the humiliating item cannot be set down, for

last year, as less than 800. If our Legislature, through the representatives of the people, has enacted that there shall be a Free School for every child in the land, and that every child shall enjoy that right, its humane and patriotic intentions are not to be set aside by the apathy of an indifferent and a lawless people. It is with no small degree of satisfaction that I have been informed that additional regulations are in contemplation, which will render it imperative on Trustees to appoint some person to put this salutary provision of our Schools into operation at once.

Operations of the New School Law.

The radical changes intended to be produced by the School Law which came into force in February, 1871, are gradually being developed in this County, and evidences are not uncommon of an increased vitality in School affairs. Yet there are many draw-backs to advancement, and paramount among all is the unfitness, so commonly to be found, of the men selected to administer the School affairs of the Section. Frequently those who are best qualified to act as Trustees are unwilling to accept the position, either because they begrudge the time taken up by the duties of the office, or because "they have no children to send to School, and, consequently, have *no interest in it.*" The consequence is that the responsibilities of this important office are left to men whose education, position, views and circumstances should disqualify them for it. With the experience that I have had in this matter in my contact with many Trustees of rural Sections, and with a knowledge of the many evils resulting from the sectional system altogether, I welcome with delight the prospect of the projected

Township Board System.

The substitution of Township Boards of Trustees for Trustees of Sections is being universally discussed now, as the one thing useful to give the required impetus to the cause of education; and it is one amendment to the School Law which will engage the attention of our Local Legislature during its present session. Without presenting to your notice the numerous and incontrovertible arguments in favour of this projected system, allow me to lay before you somewhat succinctly the disadvantages of the present *Sectional* and the advantages of the *Township Board System*.

I.—Disadvantages of the Section System.

1. It encourages badly-divided sections—many being too small to maintain a good School, and the School-house not being located in a central position.
2. It does not offer a proper supervision of the Schools on the part of the Trustees.
3. It results in Teachers being engaged frequently through some local influence, on account of some family connection, or from the fact that they reside in the Section, and consequently can be engaged at a cheaper rate.
4. The small and poor Sections are an excuse for the employment of cheap and unqualified Teachers, and for furnishing the adequate School accommodation which the law requires.
5. Many Sections are left without Schools.
6. Some residents cannot send their children to any School.
7. The Section system results in a constant change of Teachers, to the great injury of the Schools.

II.—Advantages of the Township Board System.

1. It would necessitate a thorough re-organization of the Sections, which is much to be desired.
2. By its authority there would be established the exact number of Schools that will be adequate to the wants of the municipality.
3. It would dispense with a large number of Trustees, Collectors and subordinate officers, and thus simplify matters exceedingly for all concerned.
4. It would establish a uniform rate of taxation.
5. It would secure uniformity in Schools, all Sections being in a position to engage a good Teacher.
6. It would allow the child to attend any School he chose.

7. It would ensure better School-houses, and better and more permanent Teachers.

8. It would prevent the common difficulties about Section boundaries.

9. It would secure to the County-Inspector, and through him to the Department and the country at large, more reliable statistics.

For these and many other reasons too numerous to adduce here, I would give my strong support to the Township Board system, which would, I feel convinced, be a great step in advance towards the protection of our School system.

• *School Accommodation.*

One prominent feature in the new School Law is that which insists upon every Trustee Corporation providing adequate accommodation for all the children of School age resident within its Section or Division. There is great necessity for putting this law into force in this as in most counties. I drew your attention particularly, in my last Report, to the disgraceful condition of the School-houses in many Sections. I am now able to report a considerable advance in this respect. Ten School-houses, most of them stone and frame, are either in course of construction or will be during this year; many others have been repaired and made more habitable, while in other instances land has been purchased for play-grounds, and out-buildings erected. Much, however, remains to be done, before we can congratulate ourselves that either the law or the necessities of the County are satisfied.

Teachers' Examinations.

Two examinations for granting certificates to Public School Teachers have been held during the year—in the months of July and December last. At these 83 candidates presented themselves; of whom 45 succeeded in obtaining regular certificates: 3 Second Class, and 42 Third Class. This number, together with 77 certificates granted in 1871, 15 old certificates, good until annulled; and 4 Normal School Certificates, make a total of 141 regularly-qualified Teachers—a number more than sufficient to fill all our Schools. While we can congratulate ourselves on numbers—and in this respect we are in advance of many other Counties—yet I cannot close my eyes to the fact that many of those who have succeeded in obtaining Third Class Certificates have proved themselves to be unsuccessful as Teachers, and it would be well, I think, if there were a regulation rendering it imperative for Trustees to obtain the sanction of the County Inspector before engaging a Teacher holding a certificate of the lowest grade. I know instances where Trustees, having applications from Teachers holding Second Class Certificates and First Class until annulled under the old system, have, nevertheless, engaged those holding Third Class, and that, too, in Sections where they knew that the children were well advanced, and where they had been in the habit of engaging a superior Teacher. For \$50 or a \$100 a year they sacrifice their best interests, and for “*hiring a cheap Teacher,*” they are set down as *benefactors!* of the community.

Examination for Admission of Pupils to High Schools.

Two such examinations were held during the year, at which 95 pupils were admitted to pursue the course of study afforded by these institutions. Care has been taken in these examinations to admit those only who were prepared to go on with the High School work, particularly as in the system about to be adopted of “*payment by results,*” not only the average attendance, but the *absolute* standing, or state of efficiency of the Schools, will be taken into consideration. The High School Inspectors have already been preparing the way for this system; and in the Chief Superintendent's Report, just issued, I observe that Perth High School is placed in the second Class, Smith's Falls in the Third, while those of Carleton Place, Almonte and Pakenham are marked Fourth. There are only four First Class Schools in the Province, being those of Galt, Hamilton, Kingston and Ottawa. In the classification of the Schools in this County, in my opinion Carleton-Place has not reaped its deserts, and as the classes are not finally determined, I trust it will be found a step higher in the next Report.

Lectures.

During the past year I delivered 60 regular lectures, where previous notice had been given, to audiences varying from half-a-dozen to one hundred and fifty; and in half as many

more instances my wishes were frustrated by notices sent not reaching the section in time. Besides these formal lectures, I have on all occasions endeavoured to make my visits to the Schools both interesting and profitable to the children, the Teacher and the Trustees, where their attendance could be secured, by addressing them words of instruction, encouragement and advice. Where I have hitherto failed in making appointments, I intend to make the attempt during this year, and trust ere long to have given to the public of every School Section an opportunity of manifesting the interest they feel in a subject so intimately bound up with their present happiness and future prosperity.

Public Examinations of Schools.

The public examination of children in the presence of their parents and friends is a regulation much to be commended, and one which I am happy to say seems to be on the increase. I had the pleasure during the year past of attending several such exhibitions, and was delighted to find the interest evinced by young and old on this School field-day. Half-yearly gatherings of this nature, consisting of the examination of the classes in the different subjects of instruction; the presentation of the prizes gained during the term, and granted according to some thorough and well-defined system of marks, or what is better, according to the Departmental system of "merit cards;" recitations, addresses, and it may be a feast to the children, cannot but be attended with results at the same time stimulating to those struggling up the hill of learning, and pleasing and encouraging to all. At McDonald's Corners, Balderson's Corners and Glen Tay, I attended very successful entertainments of the above nature, and was obliged to refuse many other kind invitations from other localities. I trust Public Examinations of Schools, thus conducted, will be found on the increase.

School Work—Some Defects Noticed.

The principal defects that I observed in my first visits to the Schools were (1) a want of a system of classification, and (2) a lack of a thorough and intellectual mode of imparting knowledge. The former had arisen from the fact that a uniform programme of studies had not been in use, and that parents had interfered too much in specifying the course of training to be pursued by their children; while the latter found its cause in the pernicious practice of following a bookish routine, without a sufficient appeal to the observation and intelligence of the pupils. Too much attention was paid to the memory, too little to the working of the mind. A judicious use of the excellent programme of studies authorized by the Council of Public Instruction, and the habit of simple and familiar questioning, combined with lessons on common objects have already had the happy effect of making a great improvement in the defects above noticed.

Reading.

No subject has so much engaged the time and attention of Teachers, or been more pressed upon them by parents, than reading; yet there is no subject that I have found so little taught. There is a vast difference between *hearing a class read a lesson*, and teaching them *how to read it*; between telling them that they are wrong, and showing them how to do right. It has very rarely fallen to my lot to find a Teacher make a pupil read a passage over, in order to correct false emphasis or inflection, or to enter into the subject with the feeling that it demanded. The tedious monotone, the cultivated nasal twang, or what is equally disagreeable and offensive to the ear, the regular cadences of the voice, are too often found to be the characteristics of school reading, and too often go on uninterrupted and uncorrected. The passage selected is not subject to sufficient study previous to the time of the recitation, nor does it partake enough of the nature of a *lesson* at the hands of the Teacher.

Writing.

Generally speaking, this subject is not commenced with children at as early a period as it should be. In consequence I have frequently found those reading in the Third Book, and occasionally some as far advanced as the Fourth, incapable of writing the simplest sentence either on slates or in copy books. The system that puts the pencil into the child's hand as

soon as he has learned the alphabet, and combines a writing lesson with every reading lesson, is one which I have always found attended with the most beneficial results.

Arithmetic.

There is a lamentable want of the practical in teaching this important branch of an elementary education. The *text book* is too much adhered to, is in fact considered as indispensable, and when pupils are taken out of the ordinary course of its rules and formulæ, they have nothing upon which to depend. I have frequently found those who had worked through all the rules in an advanced arithmetic, and who were dubbed by the admiring Teacher and parent as "smart at figures," effectually puzzled at solving the question, "what part of a dollar is 1s. 8d., (one shilling and eight pence);" and appealing to me in an injured tone that "they had never done sums of that kind."

English Grammar and Composition.

The great end, as I take it, of education is to fit its possessor to take a respectable position in the world, to secure pleasures and advantages for self, and to furnish the same to others. Our mode of speech and the faculty we have of committing our thoughts to writing, thereby giving them permanency for the information and instruction of others, will always be undeniable evidences of our training and criteria of our usefulness and success. If the grammar lesson does not teach the pupil to "*speak and write the English language with propriety*," it is certainly not fulfilling the object for which it was designed. Passing over the gross grammatical inaccuracies, which, in spoken and written language, so commonly occur to us, coming from the lips or the pen of those whose education in their youth has been neglected, how often do we find the *grammarian* so called, the *educated*, as he would style himself, yes and the *educator*, making little or no application of the laws of language in the regulation of his speech. It has often struck me as a gross absurdity—and the conclusion has been forced upon me by the frequency of its occurrence—to find one endeavouring to impress with all earnestness, upon the wondering pupils, the intricacies of grammar, and at the same time outrageously violating its simplest rules and expressions.

I have offered these few hints and suggestions on the above subjects, which form the ground-work of the most common education, and which it is the intention of our laws to secure to every child, with the hopes of making the instruction given in the Schools more *real*, and better adapted to fit the rising generation for the active duties and stern responsibilities of life. On some future occasion I may take up some of the other subjects, which, in conformity with the views of the best educationists of the day, have been incorporated into our Programme of Studies authorized for Public Schools.

Inspectors' Association.

With the view of obtaining mutual assistance in the discharge of our important duties, and of offering, if occasion required, the result of our united deliberations to the consideration of those called upon to mould our educational system, the Inspectors of this Province were convened in Toronto in August last, and formed themselves into an Association. A subsequent meeting was held in the same city, and amendments and suggestions in connection with the School Law and official regulations were presented to the Chief Superintendent to make any use of them he might see fit in the anticipated legislation during this session. In my intercourse with the Inspectors representing the educational interests of the different sections of the Province, I have found that this section compares favourably with other counties in School matters; and I observe that the Chief Superintendent in his Report for 1871 repeats his assertion made in the previous year, viz:—"That, as a general rule, the eastern section of Ontario, east of Kingston—the County of Lanark excepted—is far less advanced and far less progressive than the western part of the Province," &c., &c.

Teachers' Association.

In July last I called together the Teachers of the County to attend a preliminary meeting for the purpose of taking into consideration the propriety of forming an Association. They cordially embraced my views on this subject, and the organization of the Society was proceeded with at once. It has for its object the discussion of the best methods of teaching

different subjects; reading papers for the information and instruction of the members; to offer subjects for discussion; and general interchange of opinion. We have already held three regular quarterly meetings, which have been well attended and interesting and profitable; and at our next, to be held in Carleton Place during the Easter holidays, we purpose giving an entertainment, to consist of addresses, readings, dialogues, songs, &c., the proceeds of which are to be devoted to the purchase of a Teachers' Professional Library.

Competitive Examinations.

In conclusion, I beg now to direct your attention to the particular subject referred to at the beginning of this Report, and which I have been charged by our Teachers' Association to bring before your notice at this session, viz.—*Competitive Examinations*. Your Council in former years manifested your appreciation of such examinations by making liberal grants of money for the purchase of prize-books, to be awarded to the successful candidates. The success that attended these examinations in this County in former years, and my own experience of them in other parts, emboldens me to press the matter upon you for your kind consideration. What I would propose is that your Council, if they deemed it wise and expedient, should make a grant of money for the purpose. You might then appoint a committee of three or five persons to apportion the money to the several municipalities according to the number of children of School age in each; to procure the prizes; to fix the times of the examinations (which I should not recommend to be held before the end of the year); to appoint the examiners; and generally to supervise all matters connected therewith. One examination should be held in some central and convenient place in each municipality, and each teacher limited to a certain number of delegates to compete. In this way the spirit of the competition and laudable emulation to excel would begin as soon as the fact was announced in the School, in the desire of all to be chosen to represent the School at the final intellectual contest. I am satisfied that a grant from your Council for this purpose, judiciously administered, would be fraught with incalculable good to pupils, Teachers, and the County at large; and I trust, in the interest of education, that this petition from the Teachers will receive your favourable consideration.

DISTRICT OF ALGOMA.

Trustees of the Schools at the Bruce and Wellington Mines.—With regard to the financial position of the Schools, we would remark that we anticipate a rather large deficit during the current year, as many of the miners and other labourers have removed from this place, leaving their families behind them. This will materially affect the voluntary and other contributions.

CITY OF TORONTO.

Rev. James Porter.—As a School year, the year 1872 will be memorable for the increased School accommodation which the School Board has provided and projected; for the number of pupils under instruction; for the employment of special instructors in vocal music and linear drawing; for the addition to the programme of School studies of certain subjects enjoined by the School Law of 1871; and for special efforts made for the promotion of the regular and punctual attendance of the pupils.

The aggregate number of pupils entered on the several School registers, after deducting those who were entered a second time, on being transferred from one School to another, was 8,001, the average registered monthly attendance was 5,100, and the average daily attendance, 4,070.

The number of teachers employed has increased from 52 to 61; and, as heretofore, a few certified teachers have been occasionally employed, in case of the absence, through sickness or other urgent cause, of any of the regular teachers.

The average number of pupils to a teacher was 67, less by three than in the year 1871. Still, the number of pupils under the charge of one teacher has been in many instances excessive. Thus far during the nine months in which the Church Street School was open, the average daily attendance in the Junior Male Division of that School was

116; during the seven months in which the Bathurst Street School was open, the average daily attendance in the Junior Male Division was 146, and in the Female Junior Division, 152; during seven months in which the Parliament Street School was open, the average daily attendance in the Junior Division, Male Department, was 105, and, throughout the year, the average daily attendance in the Junior Male Division of Elizabeth Street School was 125. Thus 644 children were under the charge of only 5 teachers, for whose care and instruction from 10 to 12 teachers would not have been too many.

The cost of the Schools per pupil for the year was somewhat larger than in 1871; having exceeded it by 4 cents, if calculated on the basis of the aggregate number registered; by 80 cents, on the basis of average monthly attendance; and 82 cents on the basis of average daily attendance.

The opening of the Church Street School provided additional accommodation for some 350 pupils; the opening of Bathurst Street School provided further accommodation for some 300 pupils; and the opening of Parliament Street School provided for about 300 more. All these Schools have been well attended, have, indeed, in some of the Division Rooms, been unduly crowded, as has been shown above.

The special instruction imparted in the several Schools in vocal music and linear drawing, from early in March, and throughout the remainder of the year, has been generally regarded as a means of promoting the culture of our pupils with an equal reference to refinement and utility. The education of the ear, the voice, the eye and the hand, is not a mere matter of taste, but is also of unquestionable practical importance.

With respect to the insertion in our programme of studies of certain of the subjects prescribed by the Council of Public Instruction, it is due to the frequently expressed opinion of many parents and guardians and other citizens, to state that, in their judgment, the adoption of this course has been disadvantageous to our pupils, as too much dividing and overburdening their minds, and as tending rather to superficial pretension, than to solid and lasting acquirement; as well as vexatious to parents and guardians, on account of the needless and costly multiplicity of books required for the purposes of Primary or Public School Education. It certainly seems reasonable that the ratepayers of a city like this, who furnish so very large a proportion of the pecuniary means of public education should, through their representatives at the Public School Board, have a more complete, if not the exclusive right of prescription and control in a matter of this nature.

It has long been felt by members of the Board, and by the Inspector, that there is a lamentable discrepancy between the monthly registered number, and the daily average attendance of pupils in our Schools. Year after year, the attention of our teachers has been called to the importance of giving effect to those of the School regulations, which are expressly intended to abate the evils of truancy and unnecessary absence from School, and I have every reason to conclude that, generally speaking, their duty in this respect has been faithfully discharged.

Nor have our Schools been singular as suggesting occasion of complaint in the particular referred to. An invidious comparison may be easily suggested between the average attendance in Toronto and in some smaller city in which a monthly charge per pupil is made, nominally for the purpose of providing books and stationery; one probable effect of which is that many children are not entered on the School Registers, whose names would otherwise be placed there for the too common parental purpose of "getting them out of the way," and another probable effect of which is that the exacted fee being prepaid for the month, parental thrift will prompt the obtaining, if possible, for the child, the value of this *direct taxation*, a species of payment which, as human nature is constituted, appears to be more felt by those who make it, than a much larger amount of an indirect description.

In the most recent Public School Report which I have received from the City of Rochester, I find that the whole number of pupils registered there for the year ending June 28th, 1872, was 8,751; and that the average daily attendance was 5,147; whereas our total registered number for the year 1872 was 8,001 (not including duplicate entries), and our daily average attendance 4,070. To be precisely proportionate to that of Rochester, our daily average attendance should have been 4,705. The difference, however, is easily accounted for by the fact that the Board of Education for the City of Rochester "for the last two years or more have had in their employ two School policemen, one for each side of the river, whose business it has been to persuade or compel (idle and

vagrant) children to attend School. By this means a considerable number have been kept regularly at School, while a few, through the co-operation of parents, have been sent to the Childrens' Home. The work of the policeman, under the limitations which public opinion in certain influential circles assigns them, has thus far confined their efforts mainly to the children whose names have been enrolled on the annual registers, and the few whose parents or guardians have invoked their aid, in getting them into School. So far as has been possible, the policemen have dispersed any assemblage of boys congregating for mischief; but when they have attempted to arrest any one of these, they have found arrayed against them, not only the parents, but many of the regular police force and others, which made it not only difficult, but quite impossible for them to carry out their humane purpose. The fact is there is a considerable public sentiment against compulsory education, which stands opposed to the execution of any existing law on the subject. This opposition is based on the primary statement that parents have a right to the care of their children, and hence, that the State or community has no right to interfere with their authority. This, it will be conceded, is true with some limitations. The State has an undeniable right to protect itself, and if it can be shown, as it most assuredly can be, that the children educated on the streets in idle and vicious habits, become a prey upon society, and are constantly sending recruits into the ranks of criminals, filling our houses of refuge, jails and prisons, the community may be conceded the right to insist upon such an amount of education as will be thought to conduce to the general good of society."

In our own city special efforts have been made during the year now under review for abating the evils of truancy and unnecessary absence from School. Early in May special regulations were adopted by the Board, in addition to the general regulations previously in operation, "in regard to Parents and Absentees," and a Truant Officer was appointed, with full powers to see that the special regulations were enforced.

As these regulations were intended, could they have received full effect, to be subservient to the work of an Industrial School, which unfortunately has not yet been established, they have been to an important extent inefficient; but that they have been productive of good in promoting the regularity and punctuality of attendance of pupils, and in bringing to bear on ignorant or careless parents the influence of the intelligence and earnestness of the Truant Officer is, in my view, sufficiently obvious.

As the operation of these regulations is limited by law to children from seven to twelve years of age inclusive; and as the legal right of a child as against its parent or guardian to attendance at School, or to its being otherwise educated, is restricted to four months per year; advice and persuasion are the principal, if not the only means to be employed in the large majority of cases with which our Truant Officer can be required to deal.

It was resolved by the Board that "Head Teachers be requested to furnish the Inspector, day by day, with a complete list of absentees from their several Schools, during the present month; together with, where known, the reason of absence, and the age, sex and division of the pupil."

The returns thus required were regularly furnished, evidently at the cost of much labour and pains, and were duly submitted to the Board, arranged day after day as they came into my hands. An abstract of these returns, comprising 54 pages, and a recapitulation of said abstract, were also submitted to the Board. It appeared from the abstract that the much larger number of absentees was from the Junior Divisions, comprising many children of tender age, who are not amenable to our special regulations. The principal causes of absence, as assigned in the returns, were "sickness;" ordinary and, in some instances, contagious sickness, which accounts for many absences; many were reported as "required at home"; a few boys and many girls were kept "to mind the baby"; one or two "to mind grandmother"; and one "to take care of grandfather"; several to "pick potatoes," "to cut wood," "to help father or mother"; while of the "miscellaneous causes," the variety is almost indescribable, although generally covered by "parental excuse"; and the "unknown" present from day to day a very long list, in some instances coupled with attempts at explanation, but generally unsolved and altogether unsatisfactory.

On the whole I cannot affirm that much additional light has been derived from this elaborate attempt to illustrate the dark spot of absenteeism from our Public Schools.

CITY OF KINGSTON.

Professor N. F. Dupuis, M.A., F.B.S.—The Schools in this City are not numbered, but are distinguished by the name of the street upon which, or of the locality in which, they are situated. They are 8 in number, as follows :—

Name.	No. of Teachers.	No. of Classes.
Johnson Street.....	6	1, 2, 3, 4, 5, 6.
Queen Street	7	1, 2, 3, 4.
Wellington Street	5	1, 2, 3, 4.
Gordon Street.....	2	1, 2, 3.
Cataraqui School.....	2	1, 2, 3, 4.
Williamsville School.....	1	1, 2, 3.
Dépôt School	1	1, 2, 3.
Orphans' Home.....	1	1, 2, 3.

Only three Schools have "Masters," the others being presided over by "Mistresses," and with one exception the assistants are all "Mistresses."

The Board of Trustees are opposed to the granting of prizes or merit cards, stating that they have been tried heretofore and resulted in creating endless jealousies amongst both children and parents. I have endeavoured to persuade them from such notions but I have not succeeded as yet.

Pupils are not sent to the High School until after having been admitted into the higher departments of Johnson Street School.

The Library is for all the Schools, and is kept in a special building, and is presided over by a paid Librarian who is also Secretary to the School Board. It is of considerable size, appears to be in good condition, and seems to be quite extensively used.

In none of the Schools have the Clergy availed themselves of the privileges afforded by the Act to give religious instruction after school hours.

I do not think there is accommodation for all residents, but there is ample accommodation for *all who come*, except in the lowest departments of some of the poorer Schools where a tendency to crowding occurs.

Before I came into office the Schools were following a programme of study designed by my predecessor and sanctioned by the Board ; but upon accepting office I ordered its discontinuance at once and substituted in its place the authorized programme, and I have since been endeavouring, although in the face of considerable opposition, to work in the different subjects as rapidly as possible.

TOWN OF BERLIN.

Thomas Pearce, Esq.—It would be unfair to the Head Master—a most zealous faithful teacher—and his Assistants not to bring under your notice the disadvantages under which teachers labour in a town like this, where a foreign language is spoken by at least three-fourths of its inhabitants. Here and in the Villages of Waterloo, Preston and New Hamburg, and in the Townships of Waterloo, Wilmot, Wellesley, and Woolwich, from 50 to 75 per cent. of the children make their first attempt to speak English after they have been admitted to School. It will be easily understood that until the pupils become tolerably familiar with English a very great part of the teacher's explanation and instruction must be entirely lost to those of foreign parentage—a drawback very much felt in German and French settlements. Another consideration deserving of notice, and which should not be lost sight of when comparing the status of this School with that of Schools in other towns, is, both the English and German languages are taught here. Now, as a considerable time each day is given to the study of the German language, it would be unreasonable to expect so high a standing in the classes of the Programme in this School as in Schools where instruction is given exclusively in English and the whole school-time devoted to the prescribed subjects.

During 1870-71 and first half of '72 the different departments—but more especially the lower divisions—were very much crowded. The Board of Trustees, however, at last yielding to the force of circumstances took advantage of the summer holidays

during the past year and so altered the interior arrangements of the building as to provide suitable accommodation for an additional assistant teacher. This has given relief for the present and, as was anticipated, the teaching is more thorough, the pupils are better classified, and the whole School working much more satisfactorily. The Board wishing to give tangible proof of their high appreciation of the services of their present teachers, raised the salaries of the entire staff last October—a recognition of merit well deserved by the teachers, and certainly highly creditable to the Trustees. The Head Master's salary is now \$800 per annum; 1st Assistant's (male), \$500; 2nd do. (male), \$400; 3rd do. (female) \$275; 4th do. (female), \$225; 5th and 6th do. (females) \$200 each; German teacher (male) \$450. All are paid punctually at the end of each quarter. Changes are of rare occurrence. A competent teacher may regard his engagement here as permanent unless he is himself otherwise disposed.

The pupils under the direction of the Head Master, and his assistants, gave an entertainment in the Town Hall at the close of the year, when some \$30 were raised and subsequently appropriated for the purchase of prizes which will be distributed at the close of the Spring term. It is to be regretted that nothing has yet been done to revive the interest that was at one time taken in the library. Fully three-fourths of the books are out of repair and the other fourth being works beyond the calibre of most school children, none of any kind are at present taken out. A committee appointed by the Board three or four years ago, to examine the condition of the books, reported that they were not worth the binding and repairs, and that they considered new books would in the end be cheaper. Further consideration of the subject has been from time to time put off to a more convenient season until finally lost sight of altogether. It is hoped, however, that something will be done in the matter before long.

The Roman Catholic Separate School here is not under my jurisdiction, but I have reason to believe that for some time back it has not been in so satisfactory a condition as desirable. The Trustees, however, apparently waking up to a sense of their duty, have decided to build a new School-house during the ensuing summer and I believe purpose doing all in their power to increase the efficiency of the School.

TOWN OF BRANTFORD.

M. J. Kelly, Esq., M. D.—

The highest salary paid a male teacher was \$1,000.						
" lowest	"	"	"	"	"	500.
" highest	"	"	female	"	"	360.
" lowest	"	"	"	"	"	160.

There are altogether 21 teachers employed in the Town—3 male teachers, and the rest females.

The Principal's salary is \$1,000; one assistant male teacher \$500; writing master and assistant to Principal, \$500; first female assistant, \$360; three at \$300 each; two at \$276 each; one at \$252; one at \$240; three at \$216; one at \$200; one at \$180; five at \$160 each. Average salaries for males, \$666.66; for females, \$217.50. The janitor's salary is \$400; the Inspector's, \$100.

The number of children of School age in the municipality, 2,200; the number of these entered on the Registers of the Public Schools, 1,850; of other ages, 40; making a total 1,890; boys, 997; girls, 893. There is a Roman Catholic Separate School and several private Schools in the Town, with a fair attendance. The Trustees have not appointed a truant officer, not considering it necessary to do so at present. On the whole the attendance has been tolerably uniform and regular.

Number of pupils in spelling, 1,331; in writing, 1,344; in arithmetic, 1,307; in English grammar, 828; in object lessons, 755; in composition, 705; in general geography, 1,317; in Canadian geography, 922; in modern history, 430; in Canadian history, 385; in English history, 430; in civil government, 385; in human physiology, 395; in natural history, 1,249; in natural philosophy, 230; in agricultural chemistry, 70; in algebra, 395; in mensuration, 210; in geometry, 210; in book-keeping, 210; in linear drawing, 1,890; in vocal music, 1890; in gymnastics, 185.

Seven of the teachers employed in the Public Schools had attended the Provincial Normal School.

Four had first class Provincial certificates ; four, second class ; three, first class old County Board certificates ; seven, second class ; three, new County Board do.

Four teachers resigned during the year.

Few Towns in the Province have more ample School accommodation than Brantford. The Public Schools were first properly organized in 1850. The Trustees had previously purchased at a nominal cost a square in the centre of the Town, and erected thereon a two-story brick building capable of accommodating about 300 pupils. This was opened by the Chief Superintendent in the year already indicated. The cost of the building was \$3,200. In 1856 a union was effected of the Grammar and Common School Boards, and additional accommodation became necessary. In the following year the central portion of the present Central School building, a brick edifice three stories high, was erected at a cost of \$8,000. This has a capacity for between three and four hundred scholars. On the first floor are two large class rooms and two small galleries, and on the second there is one class room and one large examination hall, with a gallery for the public, rarely used. Previously, in the year 1854, three Ward School-houses of brick, two stories high, with accommodation for 160 pupils each, were built at a total cost of \$6,000. In 1871 an east wing was added to the Central School, of nearly the same form and dimensions as the original building which constitutes the west wing. In this there are three large class rooms on the first floor, with capacity for 180 scholars, besides a hall which is continuous with the main hall of the eastern building. The second story is not yet finished. The total cost of the addition (I have not the exact figures) was about \$5,000. The whole amount of money invested in Public School buildings in Brantford is, therefore, \$22,315, which, with the cost of grounds and furnishing, must reach nearly \$30,000. The High School Board, which has been a separate body since 1867, purpose erecting a building for a Collegiate Institute during the summer, at a cost of \$10,000. In all the Public Schools of the Town there is accommodation for more than 2,000 scholars. Unhappily, a proper system of ventilation has been neglected in all of them.

There is a fair supply of maps, globes, &c.

No library, however, has been provided for the use of the pupils, and thus they lack one of the most useful and valuable agencies which the Government of the country affords. During the year an iron fence has been put up in front of the Central School, and the grounds have been very much improved. A similar fence has been erected in front of the North Ward School.

In conclusion I may say that the Public Schools of Brantford are very well conducted, the teachers earnest and intelligent, and the discipline and order all that could be desired.

TOWN OF CHATHAM.

Rev. A. McColl.—The condition of the Schools is, on the whole, satisfactory. The progress made during the year has been real, and I anticipate a still greater progress during the current year.

The Schools are, as you will perceive, graded. The principal School is the "Central." There are five teachers employed in it. Mr. James Park and Miss Banan teach the 4th, 5th and 6th classes, which are composed of boys and girls. Mr. James Birch and Mr. Alexander Park teach the 2nd and 3rd classes, which are composed wholly of boys ; and Miss S. S. Holmes teaches the 3rd and 4th classes, which is made up wholly of girls. In the Chrysler Ward School there are four female teachers employed ; in the "Payne" School there are two female teachers ; and in the North Chatham School there are three female teachers. From these Schools pupils are promoted to the "Central." In the Princess Street School (coloured) there are two male teachers, and one of them is coloured. The pupils of this School are promoted directly to the High School. The building in which the coloured children meet being old, the Board determined to erect a new one, which is to be completed in 1873. In the former part of the year 1872 Mr. S. C. Goosly taught in the aforesaid School. He is a coloured gentleman, who had been teacher of a public School in Nova Scotia. As he did not, from some cause or other, present himself

before the Board of Examiners in June, he ceased to be legally qualified. The Board advertised for a teacher, but in vain; for although there were applicants, they withdrew their applications when they understood it was a coloured school. When it was evident that the School was suffering, and would continue to suffer until the end of the year, unless some one were appointed, the Board determined to engage the services of Mr. Goosly to the end of the year, but through inadvertence the matter was not immediately brought to the notice of the Education Department for determination, which I greatly regret. There are but two libraries, one in the Princess Street School, for the benefit of the coloured children, and the other in the "Central" School, for the benefit of the children who attend the rest of the Public Schools. Corporal punishment is but sparingly resorted to. The usual punishment for offences is either to be kept in during recess, or after the School has been dismissed for the day. There are no drains on the School premises; the ditches carry off the rain that falls, so that there is no stagnant water on the School grounds nor in the vicinity. The examinations are quarterly, which continue eight or nine days. There is a strong desire on the part of pupils to press for admission into the High School before they become qualified to enter it with advantage to themselves. At present, pupils applying for admission into the High School are examined, on the first day of each term, on written questions, the examiners being the Chairman of the High School Board of Trustees, the Master of the School, and the Town Inspector; and, according as they answer, they are admitted or rejected. This mode of dealing with the matter has exerted, I think, a healthy influence on those who attend the Public Schools. That it will be advantageous to the High School is, I think, equally certain.

TOWN OF CLIFTON.

Rev. George Bell, LL.D.—48. Average attendance second half year. The number 98 is used for divisor instead of 100 for the following reasons:—One day became a holiday, having been appointed by the Government as a Day of Thanksgiving, and the teachers took one day to visit the High School at Drummondville on occasion of its Public Examination, notice having been given to the Inspector and his consent obtained.

No religious instruction is given by ministers in the School-house. Nearly all the children attend the Sunday Schools in the Town.

The difficulty formerly pointed out in following out the Programme still exists. The younger pupils do not advance in grammar and arithmetic proportionally to their progress in other subjects. Those in the 2nd and 3rd classes have to be kept at reading lessons which some of them can repeat from memory, because they are not prepared in grammar and arithmetic to pass to the 3rd and 4th classes respectively. Notwithstanding, I have required the Programme to be strictly followed.

TOWN OF COLLINGWOOD.

Rev. Robert Rodgers.—The work of our Schools progresses favourably. The standard of attainment is however comparatively low. This is owing mainly to irregular attendance, to negligence on the part of parents and to the lack of interest in the community in reference to education. The classification of pupils has received some attention, but much yet remains to be done before the Schools can be brought into harmony with the Programme. The importance of having an authorized course of study, and of adhering to it, is being felt more and more, both by Trustees and teachers. It serves materially to aid them in their work.

One serious hindrance to systematic work has been that our Schools are overcrowded. This evil the Trustees have resolved to remedy at once by the erection of a new School-house. Our library contains a large number of excellent books which are read pretty extensively by the senior pupils. The Mechanics' Institute library which is large and well selected affords reading to the general community.

TOWN OF GALT.

Rev. J. B. Muir, A.M.—The Public Schools in Galt are in a high state of efficiency. The limit table is carried out in its entirety—a state of matters which exists in no Public

School in this county. I should, however, state that no provision has yet been made for the teaching of vocal music in the Schools. I have visited all the Schools twice during the year, and have been very much pleased with all I saw and heard.

TOWN OF GUELPH.

Rev. Robert Torrance.—In the absence of an official School Census, it may be assumed that the children of School age in the Town number about 1,600, and of these 1,520 are reported as enrolled on the Register, with 29 of other ages, giving a total of 1,549, of whom 761 were boys, and 788 girls. That the reported enrolment is in excess of the actual number in attendance must be obvious, and the explanation is to be found, we presume, not only in the fact that there have been some non-residents, but that some children have, for a period, attended one School and then been removed to another, without being asked by the teacher to whom they have changed either the name of the teacher under whom they had been studying, or for a statement of their attendance with that teacher. Consequently their names appear on different Registers, and are reported by each of the teachers. The Inspector has endeavoured to guard against this in the case of promotions, by instructing the teacher from whose class the promotion was made to furnish the child, on his leaving, with an account of his attendance for each month he was with him, that it might be entered upon the Register of the teacher to whom he was advanced. But there have been several instances in which children have left one School and been allowed to enter another without this being attended to, and the Inspector may state, contrary to the regulations which have been prescribed by the Council of Public Instruction. Of the pupils enrolled, 861 were between 5 and 10 years of age, 659 between 10 and 16, and 29 between 16 and 21.

One hundred and seventy-two children attended less than 20 days; 345 between 20 and 50 days; 412 between 50 and 100 days; 276 between 100 and 150 days; 301 between 150 days and 200; and only 43 between 200 days and the whole year of 209 days. The error in enrolment, to which we have referred, affects the periods of attendance we have just given, and, indeed, almost every part of the Annual Return. Still, one may conclude that the attendance is not such as to secure the thorough education of the children of the Town. It would be instructive to know the ages of those children who have attended for the shortest periods. That they are not the youngest is borne out by the following, among other facts:—*First*, at the monthly visits it was found that the Schools in which from the third up to the sixth classes were taught had only a comparatively small number present, while those in which only the first and second classes were taught were, for the most part, over-crowded; and, *Secondly*, the figures which we are about to give show that by far the majority of those in attendance are studying only the primary branches. For the first half-year the aggregate attendance was 81,218; giving an average of $688\frac{34}{115}$, and, for the second half-year, the aggregate was 61,541, giving an average of $676\frac{25}{91}$.

Of the 1,520 names on the Registers, 594, or about three-eighths, were in the first, or most elementary class; 253 were in the second; 321 in the third; 227 in the fourth; 122 in the fifth; and 32 in the sixth—the only pupils in this class being at the Senior Girls' School. It will be thus seen that more than one-half of the registered attendance have been in only the First and Second Reading Books, and the other subjects appointed to be taught to children of this standing; that about one-sixth were in the next higher class; rather more than one-fifth in the next; rather more than one-seventh in the next; less than one-twelfth in the next, and not one-fiftieth in the most advanced. Reasons will at once suggest themselves for this state of matters. One of the most patent of these is, that children are removed from School at a comparatively early age to begin industrial employments, or to give their services at home. We believe that another is dislike on the part of parents to incur the expense of procuring the books requisite under the new Programme of Instruction that has been adopted. And that a third one is, a conviction in the minds of many that some of the subjects prescribed are unnecessary and unsuitable for the pursuits of after life, and children are sent to Private Schools, in which they can have instruction in the branches desired, without being compelled to take those which are thought useless.

Next, taking up the studies pursued, we find that 1,229 were in reading ; all were in spelling ; 1,434 were in arithmetic ; 712 in grammar ; 710 in object lessons, which are appointed for only the first and second classes ; 615 in composition, which ought to be practised from the second to the sixth classes inclusive ; 1,344 in general geography ; 558 in Canadian geography ; 60 in ancient history, which is prescribed for only the sixth class ; 202 in modern history, which should begin to be taught in the fourth class ; 230 in Canadian history, which is set down for the fourth and fifth classes ; 272 in English history, named for the same classes ; 79 in human physiology, prescribed for the same classes ; 48 in natural history : 154 in natural philosophy ; 88 in agricultural chemistry ; 79 in botany ; 117 in algebra ; 11 in geometry ; 11 in mensuration ; 55 in book-keeping ; 79 in domestic economy ; 944 in linear drawing ; and 1,231 in vocal music. No one is reported for the subjects of Christian morals and civil government. From this enumeration of subjects it will be seen that the course of instruction proposed in our Public Schools embrace a wide field. Different opinions will be entertained regarding the value of some of the branches. If we were to judge from the attendance on some of what may be called the *higher departments*, it is evident that they are not in favour with the greater number of parents.

Availing ourselves, now, of the Report by the Finance Committee of the Income and Expenditure of the Board for School purposes during the year, we learn that \$657 were received as Legislative Grant, being \$228 more than were received in 1871, and that the amount asked from the Town was \$6,336.36. But since \$814.86 of this were required to meet an overdrawn balance from 1871, and which we may remark, by the way, was caused through the purchase of the lots for a central School Building, and certain expenses connected therewith, the actual sum required was \$5,521.50, or \$615.92 more than for the year we have just named. During that year, too, School fees were collected before the School Law now in force, making all Schools free, was carried into effect, to the amount of \$340.50, and \$25 were received as rent for the South Ward School-house. Deducting these sums, the amount required to be raised by assessment in 1872 was only \$249.42 more than that called for in 1871, had the incomes from the sources or to the amounts we have mentioned been available. It must be added, however, that there is an overdrawn balance from 1872 of \$238.21.

The total expenditure on the Public Schools for all purposes was \$7,231.57, or, subtracting the balance that was carried forward from the previous year, and adding that which has to be carried forward from the present year, it was \$6,654.92, of which \$426 were paid for instalment and interest on School lots, for plans and specifications, and for surveying.

Assuming that 1,400 children have entered the Public Schools during 1872, the average cost of each pupil on the total expenditure has been \$5.17 nearly. If we omit the overdrawn balance of 1871, and the payments made for plans and specifications for the new Central School which it is proposed to erect, and for surveying, which may be classed as a special outlay, there is a remainder of \$6,198.71, or an average of \$4.43 nearly per pupil, and, if we reckon upon teachers' salaries, of \$2.85 nearly. Although, in the aggregate, the cost of our Public Schools may seem large, yet, when carefully examined, it must appear moderate. Had there been School fees paid by parents for their children, the amount required from assessment upon ratable property would have been at least \$2,000 less than it was.

No steps have as yet been taken by the Board to give effect to the third and fourth clauses of the new School Act for Ontario, and which contain "provisions in regard to the right of children to be educated." The returns from which we have prepared this report show that there must be fully seven hundred children who attended less than the "four months in 1872," but it would require a particular examination of the registers to ascertain who these children were, between the ages of 7 and 12, the ages specified in the clauses of the Act to which we have referred. It must be evident, however, that there are very few of the children belonging to the Town, who are not attending some School, although, in too many instances, for only a brief period, too brief to obtain much benefit, or to fulfil the requirements of the statute. The Inspector is of opinion that this matter should engage the prompt and careful attention of the Board.

It is my duty again to bring up the question of School accommodation, I do so in the

full knowledge of the interest the Board has taken in the subject, of the arrangements they had made to proceed to the erection of a Central School Building in the course of the year ; and of the disappointment they have met—a disappointment which it is fondly hoped, will soon be removed. To show the necessity of their proceeding to take action without delay it may be mentioned that the available School-room accommodation is not adequate for one half of the School population of the Town, nor even for those whose names were enrolled during the year. How far is this fact to be taken into account as explaining the shortness of the time that so many have attended ?

It does not fall within my province to offer any remarks on the working of the Programme of Instruction, which has been prescribed for the Public Schools throughout the Province, and which it has been the endeavour of the Inspector to carry out, although not in all cases to his satisfaction.

During the year the Board increased their staff of teachers by the engagement of Miss Auld for the First Class, who entered upon her duties immediately after the midsummer vacation. There is still need for additional accommodation, and for an additional teacher in the west ward, if we may suppose that the attendance for the present year will be as large as that of last year, to say nothing of the north ward.

Weekly reports were sent home from the teachers by the children to their parents, who had thus the means of informing themselves of the punctuality and regularity of their children in their attendances, of their application to their studies, and of their conduct—whether “fair,” “good” or “bad.” Honour cards were also issued every week to those deserving of them. The influence of both is understood to be most decidedly beneficial, and to more than repay the expense incurred in getting them printed, and the trouble of filling them up.

TOWN OF NAPANEE.

Frederick Burrows, Esq.—Owing to the rapid increase in the population of the Town the School accommodation has become quite inadequate. The children of the primary department have been taught for a considerable time past in an old house utterly unfit for School purposes, and the whole School has suffered in consequence. I am glad to say that the Trustees have set to work to meet the wants of the little folks, and a splendid brick school-house, which will accommodate about three hundred, is almost completed.

I trust to be able in a short time to report that every department of the Public School indicates a high tone of efficiency.

TOWN OF PARIS.

Rev. Thomas Henderson.—I have the honour to report that, besides occasional visits to the Schools under my inspection, during the year, I have held half-yearly examinations at the dates hereinafter named.

South Ward School—First Class—Miss Smith, teacher. June 19th, 1.45 p.m. till 4 p.m. On roll 48 boys, 37 girls. Total 85. Present 49. Average attendance 50.

In Arithmetical exercises, Addition and Subtraction, the senior pupils manifested considerable ability. Reading and Spelling, good.

Dec. 11th, 2 p.m. till 4 p.m. On roll 52 boys, 43 girls. Total 95. Average attendance 60.

I examined in Arithmetic, chiefly mental, Reading and Spelling. The progress which had been made was on the whole satisfactory.

King's Ward School—First Class—Miss French, teacher. Dec. 9th, 9.15 a.m. till noon. On roll, 57 boys, 40 girls. Total 97. Average attendance, 74.

In Arithmetic, Spelling and Reading the older pupils gave evidence of good training. A large proportion of the scholars are very young, yet the order of the School is well maintained.

Second Class.—Miss Spencer, teacher. Dec. 9th, 1.45 p.m. till 4 p.m. On roll, 35 boys, 29 girls. Total 64. Average attendance, 43.

In Arithmetic the pupils seemed to understand the elementary rules. In working sums in Reduction they were expert and correct. The copy-books showed good progress in writing. In Grammar the pupils were able readily to point out the various parts of

speech in sentences written on the blackboard. In Geography they promptly gave definitions of terms, and answered correctly questions on the Map of the World. The Reading was not quite satisfactory. I expect, however, that improvement will be made under this head. Excellent order is maintained in the class.

Central School—Second Class—Miss Forsyth, teacher. June 20th, 1.45 p.m. till 4 p.m. On roll, 34 boys, 27 girls. Total 61. Average attendance 30.

Examined in Arithmetic, as far as Division ; Reading and Spelling. The exercises on the whole satisfactory.

Dec. 10th, 9.15 a.m. till noon. On roll, 41 boys, 35 girls. Total 76. Average attendance, 58.

In Spelling and Reading the pupils gave evidence of great improvement. Examinations in Arithmetic : Division, Multiplication, and Reduction satisfactory. Wrote sentences on the blackboard. The parts of speech in these were readily indicated by the pupils. In Geography, they showed a good knowledge of the Map of the World. Good discipline is maintained.

Third Class. Miss Bullock, teacher. June 27th. 9.30 a.m. till noon. On roll, 44 boys, 47 girls. Total, 91. Average attendance, 68.

Dictation exercises were neatly and correctly written. Reading good. The aim of the teacher has evidently been to secure distinctness of utterance, with correct pronunciation. Copy books clean, and the writing shows much progress on the part of many of the pupils. Examination in Geography highly satisfactory. In Grammar the pupils readily gave the parts of speech, with definitions.

December 12th, 1.45 p.m. till 4 p.m. On roll, 29 boys, 25 girls. Total 54. Average attendance, 40.

Examined in Reading, Spelling, Arithmetic, Geography, Grammar and Writing. The reading for the most part clear and correct. Spelling good. The pupils promptly indicated the parts of speech, with gender, person and number of nouns and pronouns of sentences which I wrote on the black board. Questions in Geography were answered with a readiness which I have seldom, if ever, seen surpassed. The order of the class is admirable.

Fourth Class.—Mr. S. Dadson, teacher. June, 28th—10 a.m. till noon. On roll, 67 boys, 45 girls. Total, 112, Average attendance, 62.

The examinations in Grammar, Geography, Reading, and Arithmetic, indicated satisfactory progress.

Dec. 13, 9 a.m. till noon. On roll, 79 boys, 59 girls. Total, 138. Average attendance, 74.

In Arithmetic the pupils showed great proficiency ; sums in Fractions, vulgar and decimal, were done in a way which indicated that the efforts of the teacher to lead his pupils to comprehend principles, had been successful. In Grammar the pupils passed well, and promptly applied the rules. Examination in Geography, satisfactory. Good order is kept.

In respect to School accommodation, I am able to report progress.

King's Ward School-house underwent considerable improvement last Summer. In the North Ward, a neat and commodious School-house has been erected, on a very desirable site. It will be opened early in 1873, and will prove a great boon to the increasing population of that quarter of the town.

I have pleasure in reporting that considerable addition has been made during the year, of apparatus, including object lessons, for the use of the various Schools.

At the examinations for admission to the High School, held on Oct. 10th and 11th, twelve pupils presented themselves. Ten of these were deemed eligible. The examination papers, as well as the written exercises of the candidates were laid before the Inspector of High Schools on his late visit, and met his approval.

At the recent Brant Co. Examination of Teachers, two pupils of the Paris Schools were successful candidates for third class certificates. One of these obtained the highest number in reading.

TOWN OF PICTON.

J. M. Platt, Esq., M.D.—I regret to state that the results of last year's labours in our Schools are not proportionate to the sanguine expectations I expressed a year ago. So

far as numbers are concerned we have been very successful, but the results in the whole School were dwarfed by lack of harmony amongst the teachers, or rather between the head master and his subordinates. An entirely new staff now controls the destinies of the youth of the Town, and all are hopeful of a successful year.

I experience no inconsiderable difficulty in adapting the prescribed programme of studies to the various departments of a Union School; but I now think that our "limit tables" are so arranged as to emulate the spirit if not the letter of the Regulations.

No attempt has as yet been made to compel attendance at School, although a motion is now pending the vote of the Board, warning the public that the compulsory sections of the Act will be enforced in the future.

I may state, in conclusion, that my report is necessarily meagre in consequence of occasional conflicts with the head master in the performance of my duties. This statement involves the question: Which is the superior officer of the public branch of a Union School—the Inspector or Head Master? I am deeply impressed with the necessity of some special regulations as to the efficient inspection of Union Schools.

TOWN OF ST. CATHARINES.

J. H. Comfort, Esq., M.D.—In taking a retrospective view of the Public Schools of the Town of St. Catharines for the year 1872, it affords me much pleasure to be able to report that during that time we have witnessed the continued prosperity and success of our Public Schools. In no previous year have changes been made in the workings of our Schools that will at all compare in importance with what has been done for the increased efficiency and systematic arrangement in all matters connected with the Schools of our Town, as during the past year. We are now supplied with adequate accommodation for all the pupils attending the different Schools. The buildings are, with one exception, commodious, well ventilated and warmed, and supplied with conveniences, maps and apparatus for making both teachers and pupils comfortable and happy. In consequence of the town having been divided into a greater number of wards, the Board of Trustees now numbers ten members. In every ward, except one, there is a Primary School, and in the ward now without a School, steps are about being taken to establish a Primary School as at present exists in the other wards of the town. In the Primary Schools the subjects taught are those only of the first and second class, as prescribed by the Council of Public Instruction, and the limit, as there prescribed, strictly adhered to. At the end of each half year the pupils of these Primary Schools are examined, and those pupils who are "up" in the subjects of the first and second class, to the extent required by the Programme, are promoted to the Central School. Pupils promoted to the Central School are admitted to the lowest class, it being the third, as prescribed by the legal Programme, and pass into the higher classes in order, when they become qualified for promotion as tested by the half-yearly examinations.

It will be seen that the Schools of our town are graded and the pupils classified in accordance with the prescribed plan as near as can be. We find it impossible to adhere in all cases strictly to the time table, as prescribed by the Council of Public Instruction. It appears from our experience in adopting it to be too restrictive. To adopt an inflexible time table for the guidance of teachers, which sets forth the precise number of minutes per day or week that shall be given to the different subjects taught in our Public Schools, tends to cramp the individuality of the teacher. Certain general laws and regulations are requisite and necessary to secure uniformity in our School system; but an inflexible law tends to machine work. No two teachers can accomplish the same amount of work in precisely the same time, and any attempt to compel them to conform to details strictly, has, in my opinion, a tendency to trammel the zealous and conscientious teacher in discharging his duties. When a time-table is strictly adhered to, the teacher is not permitted to divide the time in accordance with the requirements and capabilities of his class in the different subjects taught. As I have already stated, we have four Primary Schools. In St. Paul's ward Primary School there are three teachers; in St. George's Ward there are four; in St. Andrew's Ward there are three; and in St. Thomas's Ward one; making the total number of teachers now employed in the Primary Schools of the town eleven. In the Central School there are six teachers. The boys and girls in this

School are in separate rooms, except in the Head Master's department. This School is in charge of J. B. Gray, Esq., a most devoted and pains-taking teacher, critically familiar with the subjects he teaches, able to impart instruction in the most appropriate style, and present the best illustrations to his pupils. The School under his management has gained favour and appreciation by all classes of the community.

We are perplexed and annoyed on account of the irregularity of attendance of many of the pupils attending our Public Schools. It often arises from the indifference and carelessness of parents and guardians in not looking after their children. Absences and tardiness from trivial causes are allowed to pass unnoticed by parents, and lead often to that fatal habit, truancy. In many instances parents have no control whatever over their children, and they run about the streets exposed to temptations that lead them to idleness and crime. Many of these delinquencies are due to a failure on the part of parents to appreciate the necessity of promptness and thoroughness as necessary to success in study, as in the performance of any other duty of life. We have tried corporal punishment and moral suasion, and both have failed to check this evil of irregularity of attendance and truancy. If a law could be obtained giving to the police authorities of our towns and cities, on the complaint of the Trustees or other parties, power to compel attendance at School of pupils who are accustomed to play truant, we believe it would be most beneficial in restraining many a youth who, for want of proper home influences and restraint, is inclined to a course of life which, unless changed, will lead him to the Penitentiary or gallows.

TOWN OF STRATFORD.

Rev. E. Patterson.—In my last Report you were furnished with a description of the buildings used for School purposes. That description I assume it to be unnecessary to repeat. The great want which has long been felt here, and which has for several years seriously affected the efficiency of the Schools, is that of increased accommodation. The accommodation at present is utterly inadequate to the necessities of our School population. According to the regulations of the Council of Public Instruction, when a School contains more than fifty, and less than one hundred pupils, an additional teacher should be employed. This wise regulation it has been impossible to carry out, simply from want of space. The average number of pupils during the year studying the subjects prescribed by the Programme for the First Class was upwards of three hundred and fifty, and yet only four teachers were employed on account of insufficient room. So crowded were the apartments in which the younger children were taught, that it was necessary to allow some of the subjects specially assigned to the Second Class to be taught by the teacher of the Fourth or highest division of the First Class. It gives me much pleasure, however, to be able to inform you that a commodious brick Ward School, which will be capable of accommodating at least 150 pupils, is in process of erection. This will give, at all events, temporary relief. But should the population of the town continue to increase as rapidly as it has increased during the last two years, it will be necessary for the Board of Trustees to take steps at an early date for the erection of additional Ward Schools.

TOWN OF WINDSOR.

J. C. Patterson, Esq.—I have to report a steady progress in the Schools of this Town during 1872. A handsome new central School-house has just been completed, and will be ready for occupation after the holidays. Another new School-house is proposed for the west end of the Town; and altogether the cause of education in this locality has received an impetus which is most gratifying, and which I trust may be lasting.

The new School Programme has been introduced as far as practicable, into all our schools, and the teachers appear to be satisfied with its requirements. Owing to the floating character of the population in this border town, and also in some degree to the carelessness of parents, irregularity of attendance has to be complained of, though this evil does not exist to as great an extent as in past years.

This School Board is composed of gentlemen who seem alive to a sense of the important trust confided to them, and who aim at a thorough performance of their duty, as guardians of the educational interests of the rising generation.

TOWN OF WOODSTOCK.

H. M. McKay, Esq., M.D.—From the detailed report which I had the honour of forwarding to you, it is obvious that the Woodstock Public Schools have not yet attained to the standard of classification prescribed by the Council of Public Instruction. But I am happy in being able to report progress, and that the whole management of the Schools is conducted with the view and hope of reaching at no very distant date, that desirable standard.

I have visited the different divisions of the Schools on an average during the past year about once a month, remaining at each visit a longer or shorter time as occasion might require, and I have assisted the head masters in classifying pupils, making promotions, &c. In my last year's report, I had occasion to remark that unavoidable circumstances necessitated for the time there being more than fifty pupils in some of the lower departments, such however need not be the case to any extent in the future. The High School of Woodstock has been enlarged, and as a consequence a greater number of pupils is drawn from the Public Schools than formerly. This will give us more room, but it will have the effect of lowering the standard in some of the lower divisions. The Public Schools will now I trust become the feeders of the High School, and be virtually the preparatory department of that institution.

The Schools have suffered materially during the past year from a too frequent change of teachers, a difficulty which I fear will continue to recur until greater inducements are offered in the way of higher salaries. The accommodations and appurtenances of the Schools within and without, are generally speaking in a very satisfactory condition.

Public Examinations.—It has almost become a time honoured custom in the Schools here to hold the public examinations only twice a year, immediately before the winter and summer vacations, and these have generally been conducted with considerable eclat, being well attended by the visitors, parents of the pupils, and others. I have drawn the attention of the teachers to the importance of conforming strictly to the regulations in the School Act, requiring quarterly examinations. The suggestion will I believe receive due attention for the future.

Prizes and Merit Cards.—Neither prizes nor merit cards are given to the Schools. There exists a prejudice against the system, caused chiefly by instances of injudicious distribution of prizes in times past, and which created a good deal of dissatisfaction. In nearly all the divisions monthly reports are made out, but they are not at all satisfactory. So many of the teachers seem incapable of seizing the most salient points worthy of report, either as merit or demerit in recitation or conduct, that the children get discouraged and regard the demerit, more especially the misconduct marks, as a fatuity which they cannot avoid; thus the object aimed at is in a great degree lost.

There is also the difficulty of irregularity in attendance of the pupils to be contended against and the question is frequently asked, How may the evil be remedied? Many teachers will say, "I would have no difficulty in getting the children to learn, if they only attended regularly."

I have suggested the adoption of the following plan which I have known to be tried, and which was found to work admirably in securing a much better attendance. The distribution of prizes was based entirely upon the regularity in attendance and in the following manner:—taking for illustration a School composed of fifty pupils at the commencement of the year or term, let it be announced to the children that a certain number of prizes (say thirty) will be given at the close to those who have attended most regularly, taking into account punctuality, and making a certain number of lates equivalent to one day absent. The prizes being graded, those at the head receiving the highest prize, and so on all the way down until thirty have received them. This method has this advantage, it brings to bear on every child in the School, a constant and continuous influence during the whole term.

For there are repeatedly occurring unavoidable causes which make the most attentive pupil lose time, and every scholar feels that perhaps a single exertion may be the means of including him within the fortunate limit.

APPENDIX C.

LETTERS FROM EMINENT EDUCATIONISTS ON THE EDUCATIONAL DEPOSITORY.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

Circular to American Superintendents of Schools and Public School Inspectors in Ontario in regard to the Educational Depository.

SIR,—I have the honour to submit the following matter to your kind consideration, and will thank you to aid this Department with the best advice which (in the interest of the Schools,) you may be able to give in the matter.

I may briefly state that the policy of supplying the 5,000 Public and High Schools connected with this Department with Library and Prize Books, Maps and Apparatus from the Depository of the Department, having been questioned, the Chief Superintendent of Education for this Province is desirous of obtaining the views of experienced Educationists on the subject. With that view, he sends herewith a statement of the principles upon which these Books, Maps and Apparatus are supplied by the Department to the Schools receiving Legislative aid, together with other information on the subject. He will thank you, (after the perusal of these papers,) to give him the benefit of your observation, and the results of your own experience on this matter, with a view to submit them to the Executive Government and to the Legislature.

A summary of the objections urged against the Depository, and of the replies to them, will be found on the fourth page of this circular.

Please address your reply to the Rev. Dr. Ryerson, Chief Superintendent of Education for Ontario, Toronto.

I have the honour to be,

Sir,

Your very obedient servant,

(Signed) J. GEORGE HODGINS,

Deputy Superintendent.

Education Office,

Toronto, 15th April, 1873.

GENERAL REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS, TO THE PUBLIC HIGH SCHOOLS OF ONTARIO.

“The Public School Libraries are becoming the crown and glory of the institutions of the Province.”—*Lord Elgin.*

“Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed.”—*Horace Mann.*

1. The Chief Superintendent of Education will add one hundred per cent. (out of the Legislative grant) to any sum or sums, not less than five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Public and High Schools, and forward Public Library Books, Prize Books, Maps, Apparatus, Charts and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department when so desired.

2. Catalogues and forms of Application will be furnished to School authorities on their application.

3. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be necessary for the Trustees to send not less than five dollars additional for each class of books, &c., with the proper forms of application for each class.

4. The one hundred per cent. will be allowed on any sum over ten dollars, and a mixed selection from each of the three classes of articles, viz. : (1) maps and apparatus, (2) library, and (3) prize books will be sent ; but for \$5 received only one class of articles can be sent.

5. In cases where the Books ordered are not in stock, the Department selects and sends others of a like character, subject, however, to the approval of the Trustees, etc. If any errors be discovered, they should be notified at once, and the invoice returned, in order that the errors may be rectified. Should additional Books be required, directions should be given as to the mode of their transmission.

6. In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any Free School Library established under these regulations which is not included in the authorized list of Public School Library Books.

FOUR KINDS OF FREE LIBRARIES MAY BE ESTABLISHED UNDER THE REGULATIONS.

Under the regulations of the Department, each Municipal Council can establish *four classes* of libraries in the Municipality, as follows : City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first or third classes.

1. An ordinary *Free Public (or High) School Library* in each School-house for the use of the children and ratepayers.

2. A *General Free Public Lending Library*, available to all the ratepayers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing (especially during the autumn and winter months), suitable reading books for the pupils in their schools, either as prizes or in Libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

PROFESSIONAL BOOKS SUPPLIED TO SCHOOL INSPECTORS, TEACHERS AND INSTITUTIONS.

1. In the catalogue are given the net prices at which books and school requisites may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department.

2. Inspectors and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

LORD ELGIN'S EXPLANATION OF THE REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.

To the foregoing regulations of the Department we desire to add the following explanation of the regulations on this subject, in the words of the late lamented Earl of Elgin, who was Governor-General of Canada, during the whole period of the establishment and maturing of the Normal and Library branches of the School system, who familiarized himself with the working of that system, and aided on every possible occasion in its development. On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies, an elaborate report of his Canadian administration.

In that report, he devotes several pages to a comprehensive view of our School system, including a minute account of the system of public libraries, and the general machinery and administration of the school law and its results. * * * After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows :—

“In the former of these years, the Normal School, which may be considered as the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the Education Department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I beg leave to say a few words upon it. The term school libraries does not imply that the libraries in question are specially designed for the benefit of the school pupils. They are, in point of fact, free public libraries intended for the use of the general population; and they are entitled school libraries, because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

“Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the States, however, which have appropriated funds for library purposes, the selection of books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling peddlers, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which, I trust, will have the effect of obviating this great evil.

“In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following condition :—‘That no aid shall be given towards the establishment and support of any school library, unless an equal amount be contributed or expended from local sources for the same object;’ and the Council of Public Instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. ‘Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used which has been disapproved of by the Council, and public notice given of such disapproval.’

“The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and management of public school libraries in Upper Canada, the following rule :—‘In order to prevent the introduction of improper books into libraries, it is required that no book shall be admitted into any public school library, established under these regulations, which is not included in the catalogue of public school library books prepared according to law;’ and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings :—

“‘The Council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.*

“‘2. Nor is it, in the opinion of the Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

“‘3. In regard to works on ecclesiastical history, the Council agrees on a selection of the most approved works on each side.

* The first and part of the second of these paragraphs have been adopted verbatim in the new School Law and Regulations of New Brunswick relating to public libraries.

“4. With these exceptions, and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

“5. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the Council in the purchase of such by any municipality, should it think proper to do so.

“6. The general catalogue of books for public school libraries may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear.”

“The catalogue above referred to affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes, that in the case of libraries established up to the present time, the local authorities have, in a large number of instances, assigned the task of selecting books to the Chief Superintendent; that in some they have, by a committee of one or more of themselves, chosen all the books desired by them; and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the library grant.”

SUMMARY OF OBJECTIONS TO THE EDUCATIONAL DEPOSITORY.

THE principal objections urged by Booksellers against the Depository are—

- 1st. That it is an unjust interference with “the trade.”
- 2nd. That it creates a “monopoly” injurious to them.
- 3rd. That if the Legislature supplies its schools with books and maps, it ought, on the same principle, to supply other articles.
- 4th. That, even if the arrangement was a wise one in the infancy of the school system, when Booksellers were few, and facilities of supply did not exist, it is indefensible now, when these reasons for its establishment no longer exist.
- 5th. That if “the trade” can (as it does) supply text books, it can also equally well supply library and prize books.
- 6th. That the Depository is an expensive burthen to the Province.

REPLY TO THESE OBJECTIONS.

Although it is difficult to condense replies to general objections like the foregoing, yet we endeavour to do so, as follows:—

1st. That the alleged interference of the Depository with the book trade is the reverse of truth, as the “Trade Returns” will show. It has, on the contrary, largely developed this trade, by sending books into every corner of the land. The value of books (not maps and apparatus) imported into the Province of Ontario in 1850, was \$141,700, and now about \$410,000, while the average import of books by the Department *has not been ten per cent. of this latter sum.*

2nd. That the Educational Depository exists solely for, and in the interests of the schools alone, and that it has never supplied private parties with books, or interfered with private trade in any way; and that to abandon the principle of the Educational Depository would be either to confer a “monopoly” of high prices upon a few individual Booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious as well as the good, as can be demonstrated by incontrovertible testimony and examples.*

* NOTE.—FOUR REASONS WHY “THE TRADE” IS INCOMPETENT TO TAKE THE PLACE OF THE DEPOSITORY IN SUPPLYING OUR SCHOOLS.

3rd. That the principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery Offices, Queen's Printers, Post-Offices, Army and Navy Supply, etc.

4th. That if the Government, under the authority of the Legislature, has a right to give money and provide trained teachers for the schools, it has also a right to give books and maps to them, and there is not a shadow of difference in the principle of the one gift and the other.

5th. That the entire text-book trade is in the hands of the Booksellers, as the books are all named and known, and no departure from the list can take place; but that with the large and constant influx of new books, no such supervision could take place over the supply by Booksellers of prizes and library books.

6th. That the Depository has fully paid its own way, and has not cost the Province one cent for its management for twenty years.

REPLIES TO THE FOREGOING CIRCULAR.

The Honourable John G. Baird, Assistant-Secretary, Board of Education, State of Connecticut:—A law was passed by the Legislature of Connecticut in 1856, by which any School district in the State, by raising \$10 for the purchase of "Library and Apparatus," could receive from the State Treasury \$10 more for the same purpose: also, by raising \$5 any subsequent year, could receive \$5 from the State. This law has since been modified, so that districts having more than 100 pupils in actual attendance can draw *multiple* appropriations. The present law on this point is given in Section 96 of the School Law of Connecticut, as revised and re-enacted in 1872. Under the "School Library Law" a large number of districts every year receive the State appropriation. The amount drawn from the State Treasury in this way during the year ending March 31st, 1873, was \$2,960. The Annual Reports of this Department from 1857 to the present time (except the Report for 1867) have contained a statement of what has been done each year. The money thus obtained is usually expended in procuring maps, globes, dictionaries, Gazetteers, and other works of reference. Occasionally a library of books for reading and circulation is established and maintained by annually drawing the State appropriation. There has been no complaint among booksellers, so far as I am aware, on the ground that this action of the State interferes with their business. The amount expended for "Libraries and Apparatus" has never yet equalled \$10,000 in any one year. No large part of this amount can be considered as so much taken from the trade of any one bookseller; in fact, the loss of trade to that class of people is practically *nil*, for those who procure maps, etc., would have bought *nothing*, (usually,) except for the offer of State aid. In some cases the trade of booksellers is positively *increased*. The *second* objection named in your circular can have very little weight. The monopoly is too small in its proportions to trouble any bookseller, or to profit essentially those who hold it. The *third* objection assumes that the *State* does the principal part. But the practical workings in Connecticut show that those who *receive* the bounty raise for *themselves* several times as much.

To the statement that private booksellers can supply the library wants of the schools as well, or nearly as well, as the Education Department, our reply is four-fold:—

1st. That a Department, specially charged with the care and oversight of the schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of educationists on this subject is, that booksellers, through their agents and travellers throughout the rural parts, have, with some good books, disposed of immense quantities of pernicious and worthless books.

3rd. That if the right of supply is thrown open to booksellers indiscriminately, the bad as well as the good will take advantage of the facilities thus afforded for flooding the country with their own publications without check or restraint. To restrict the right of supply to one or more publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all vendors alike full permission to circulate such books as they please—bad as well as good.

4th. No private publishing house, even in the cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of books, maps, charts and apparatus, which would be necessary for circulation in our 5,000 schools. Nor could it supply them at the low prices at which they are now furnished to the trustees.

They are encouraged to *help themselves*. The *fourth* objection has no application in this State. As for the *fifth*, the booksellers *do* supply a considerable part of the books. The *sixth* does not apply here; the State pays a few hundred dollars each year, but so small a sum it would be absurd to call a "burden." The plan in force here *works well*, and no one finds any fault with it.

The Honourable H. A. M. Henderson, Superintendent of Public Instruction, State of Kentucky.:—I have not time to elaborate my views. Kentucky has only made one experiment in the direction you indicate, namely, in the purchase of one copy of Collins' History of Kentucky for each School district, at \$4 each. This will cost the State School Fund \$25,000, and, in my opinion, be barren of all profitable results to Common Schools. I opposed this scheme. It might have been well for the State to pay this sum out of the general revenue, to encourage the publication of so full and entertaining a history of the Commonwealth, but the School Fund should not have borne this burden. It would have been much better to have expended this amount in supplying Schools with maps, charts, and other instructional aids. For my own State, with my observations of how the School funds of the Southern States have been squandered by venal contracts, and in need of all the money we can command to pay teachers, I should oppose any proposition to expend public moneys belonging to the School endowments, or derived from taxation in aid of Common Schools, in the purchase of Maps, Charts, etc. My observation of College and School libraries is that they are well nigh profitless appendages, so far as the pupils are concerned. Reference books are of course valuable to teachers and professors. A child currently engaged in the study of text books has but little time to devote to general reading. Its mind is not well enough disciplined for solid reading, and books of mere entertainment are well nigh worthless. Much reading, without corresponding thought, superinduces a morbid habit, and affords a shallow apology for the intellect to remain as inert as a honeycomb, while an author's reflections are *poured* into its empty cells. Of the two, I would purchase maps, charts, cubes, etc., *before* books. My opinion is not in favour of the Meritt Card system. Studying for any other prize than the inherent worth of learning depraves the ambition of a child. The pupil should study for self-conquest, and not for triumph over its companions and fellow-students. Give each pupil grade according to attainments, but not in the way of rewards. Religion and Education are both suffering from the prize system. The motive offered to aspiration is low and demoralizing, and the results are self-conceit, jealousy and heartburnings. The teacher should strive to inspire his pupils with love of learning, and not desire for public commendation and prizes.

The Honourable H. B. Wilson, Superintendent of Public Instruction, State of Minnesota.:—I have carefully examined your "circulars" in respect to the scheme of distributing "Library books, Maps, Charts, Apparatus," etc., and think it a most admirable one. For economy, convenience and general utility, I cannot see how a better plan could be devised. Our State is young in years, our system not yet fully matured, and as yet our law has made no provision for public district libraries; but we are looking forward to the time for their establishment in every district throughout the State. There is nothing, in my judgment, that will conduce more to the prosperity and general intelligence of any people, than the placing within the reach of all classes of a community a well-selected library. Your plan for accomplishing this end seems a most excellent one.

The Honourable Abram B. Weaver, Superintendent of Public Instruction, State of New York.:—I have the honour to acknowledge the receipt of your circular soliciting my opinion in regard to the policy of supplying the Public Schools with apparatus and library books from a Government depository. The testimony of School Commissioners and of others interested in the cause of education is, that one of the greatest defects of the district library system of this State is the manner in which the books are selected. They are purchased by the School district trustees, and generally at the highest market price. In many cases the trustees are men who are unfamiliar with books, and who do not know what to select. The consequence is that books find their way into the libraries which ought not to be there, and which, if not positively bad, are not useful and instructive. The library funds are also wasted, to a certain extent, by paying for the books the highest retail price. These defects would certainly be remedied under a system such as that which obtains in the Province of Ontario. In my judgment,

such a system, honestly administered, is better than any other which has fallen under my notice.

Rev. Samuel C. Jackson, Secretary, State Board of Education, Massachusetts:—Your School system and that of Massachusetts, in relation to the matter above mentioned, are so different that we really can give no advice of any value. We have no "observation" or "experience on this matter." We have no public or high school libraries, except such as are provided by local, individual and voluntary contribution. Our law authorizes the school committees of the several municipalities to expend 25 per cent. of their share of the income of the State school fund. This they do on their own judgment, and in their own way, responsible only to their constituents. With this exception, there is no "legislative aid" given for procuring Library and Prize Books, Maps, Charts, Tablets, &c., &c. These are furnished by local taxation or voluntary donation, independent of state aid, except as I have said, 25 per cent. of what is received from the school fund, may be used for purchasing "Apparatus, Books of reference, Charts, Maps, &c.," at the discretion of the School Committee of each town or city.

The Honourable Alonzo Abernethy, Superintendent of Public Instruction, State of Iowa:—I have the honour to reply to your very courteous request for a statement of the results of my observation and experience, and of my views upon the scheme submitted to procure Books, Maps and Apparatus for the use of the Public Schools of your Province, that in the absence of laws making provisions for these very useful and necessary aids to instruction in my own State, our Schools are, as yet, without any adequate supply of Libraries, Maps and Apparatus. In my judgment, if your system of furnishing the supplies is judiciously carried out, it will produce the following results : 1. The Schools will be better than they otherwise would be ; 2. The supplies furnished will, as a general rule, be of better quality ; 3. The expense will be greatly reduced, in proportion to the amount purchased. Since the scheme is for the public welfare, the objection that it interferes with the trade is not valid.

The Honourable Jno. M. Fleming, Superintendent of Public Instruction, State of Tennessee.—The circular letter issued from your office and requesting my views touching the advantages or disadvantages of your "Depository" Scheme, as set forth in the accompanying document, has just reached the office. It would afford me much pleasure to offer any suggestions or opinions that could be of value to you, or the interests you represent ; but inasmuch as any opinions I might express will lack the sanction of "observation and experience," they can hardly be deemed worthy of notice. In Tennessee we have as yet no School system organized. Only since last March have we had a law authorizing State organization. Under the new law, we are now endeavouring to set an elementary system in operation, with very fair prospects of ultimate success. I regret that I can render you no service, and offer you my best wishes for the continued advancement of the educational interests of your Province.

The Honourable J. W. Simonds, Superintendent of Public Instruction, New Hampshire.—I heartily approve of the plan, and have commended a similar plan for our State to aid the Free schools. My views were given in my last report, as follows :—

INQUIRY 1.—Are the public schools of your town supplied with a large dictionary ? Are your schools furnished with outline or wall maps ? Globes ? Are they well supplied with blackboards ? If schools are not thus furnished, what means do you recommend to supply them ?

A careful estimate shows that scarcely two per cent. of the Public Schools in the state are supplied with an appropriate dictionary of the language for use of the teacher and scholars. Not one per cent. of the Schools have globes for illustrating the important study of geography. About one and one-half per cent. of the schools possess outline or wall maps. It appears that eighty schools in every one hundred are not properly furnished with a sufficient amount of blackboard surface.

This estimate has been based upon the number of Schools last year, twenty-five hundred in even figures. Such facts may appear startling in this time of improvement, when even the more ordinary labours of life are relieved of tedious toil by the aid of improved implements. The same good sense should obtain in the School-room as in the workshop. Parents are not indifferent to the wants of their children. They are interested in their growth and education. They toil hard to supply their wants. They alone can rejoice when the child learns and ad

vances. I believe they would only be too glad to cover a circuit of the walls of the entire School-room with blackboards, whenever an intelligent Teacher or School Committee would ask it, and at the same time explain the utility and necessity of the blackboard. Every School-room should contain that amount of blackboard, so placed that the primer class can reach it, and then the Teacher and scholars should daily use the board. Good Teachers may be restricted in supply of text-books, but allow a liberal share of blackboard, then the fertile inventiveness of their minds will readily make up for the scarcity of books. Stint them in the supply of blackboard and the resources and wealth of mind are obstructed.

Every parent has observed, in watching the earliest manifestations of intelligence in the son or daughter, that the larger amount of the child's knowledge acquired during the first twelve years was obtained through the channels of the five senses. Later the child compares, reasons, reflects. Our system of education has been somewhat abnormal. Abstract ideas have been offered the young mind; abstract sciences have been pressed upon his attention; in fact, abstraction has confused and disgusted. An illiterate labourer would usually adopt the true normal method of communicating intelligence by either marking upon the ground, crossing his fingers, or adopting some other natural means of illustration. Nature's method of teaching would be a safe guide. The Teacher should illustrate the various ideas and principles taught by lines and figures upon the board. The pupils should work out upon the board the problems of each branch. Thus when the pupil shall leave the School for the work of life, he will not be pained to feel vividly that his schooling has been mechanical, and realize that he must unlearn many habits of thought inconsistent with the practice of life, but will rejoice that he has learned those facts that he will use in life.

There can be no question with reference to the need of globes and outline maps for use in the common Schools. A skilful Teacher can represent the maps by drawings upon the board and substitute some spherical body for a globe. The sight of the genuine articles would awaken more interest and enthusiasm with the pupils. The expense of a globe and maps is moderate at the present time with the improved means of manufacturing them. With the dictionary it is different. That, like the blackboard, is an indispensable article, and cannot be represented with crayon. Our language is furnished with two large illustrated dictionaries of unsurpassed excellence. The inconsistency of placing a young man or young lady in a primary School without a dictionary of the language is too apparent.

Every School-room should be furnished with Maps, Globe and a Dictionary, *all* answer. The problem for solution is, "how supply them?" Various answers have been received. One Teacher of a long and successful experience says, "awaken a more general and deeper interest in the importance of our Schools and the necessity of providing Teachers with tools to work with. This can be done through the earnest effort of our Teachers and other friends of education." Another says the "districts should be obliged to furnish such articles." Another, "raise the money by exhibitions, lectures and levies." Mr. L. Clark of Lancaster recommends the appropriation of a limited per cent. of School money for the purchase of apparatus, under the direction of the Superintending School Committee, in the same manner as a certain per cent. can be applied by the Prudential Committee for repairs. The fact is, this illustrated apparatus is wanted to-day. Seventy thousand boys and girls in our Schools ask for it. The times demand it. The supply should be forthcoming from some source. In this, the State, town and district have a common interest.

An illustrated dictionary, a set of outline maps and a globe, appropriate for a Primary School, can be purchased for twenty-five dollars. A good Grammar School set of maps, globe and dictionary would cost double that sum. No doubt the parents in many School districts would contribute the means to furnish a supply, if the matter should be presented to their generosity. In other localities, and where the wants of the School are more deserving, the means is limited.

Plan.

"It is here proposed that a positive assurance shall be held out by the State to encourage parents and districts to provide their Schools with a certain amount of necessary illustrated apparatus. Let a Law be enacted, that, whenever an individual or district will furnish to proper State officials, a sum of money, within limited specifications, for the purchase of apparatus for the Public Schools, stating the articles already possessed, if any, and those desired, the State by its officer will add an equal sum, purchase and forward the articles. In this

way many districts will be aided, and others stimulated to action. By adopting this system of purchase, good articles can be supplied at a moderate expense. This is not an untried project. The Parliament of Canada West adopted a similar plan in 1851 for supplying the Schools with School books, maps and apparatus, also Public School Libraries with books. The following table shows the value of articles sent out from the Educational Depository in Ontario during the years 1851 to 1871, inclusive :—

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
1851.....	.....	.....	\$1,414	\$1,414
1852.....	.....	.....	2,981	2,981
1853.....	.....	.....	4,233	4,233
1854.....	\$51,376	.....	5,514	56,890
1855.....	9,947	\$4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514

During 1871 there were sent out Maps of the World, 184 ; of Europe, 276 ; of Asia, 239 ; of Africa, 207 ; of America, 232 ; of British North America and Canada, 323 ; of Great Britain and Ireland, 181 ; of single hemispheres, 216 ; of Scriptural and Classical, 144 ; of other charts and maps, 447 ; of globes, 123 ; of sets of apparatus, 43 ; of other pieces of School apparatus, 446 ; of historical and other lessons, in sheets, 13,055. Number of volumes of prize books, 60,420. The entire cost of same was \$30,076, the Province contributing one half, or \$15,000.

The Honourable Newton Bateman, Superintendent Public Instruction, State of Illinois. I have had the honour to receive, from the Department of Public Instruction for Ontario certain printed documents concerning the policy pursued in that Province with reference to supplying the Public and High Schools connected with the Department, with library and prize books, etc. In compliance with the request contained in the printed letter of the Deputy Superintendent, prefixed to one of said documents, I have the pleasure to remark :—1. I consider the dissemination of good books among the people, as a practical and powerful means of promoting the public intelligence and virtue. 2. I consider it as within the proper and legitimate province of the General Assembly, in devising a system of popular education, to recognize and provide for the establishment and maintenance of School libraries, as an important and useful adjunct of every such system of public instruction. 3. I consider it of paramount importance that all books of a licentious, vicious or demoralizing character or tending so, should be excluded from such libraries, and to that end, I think that adequate discretionary authority should be vested in the proper administration to see that no vile or impure book is allowed to have, or retain a place in any such library ; and that the watchful exercise of such authority should be enjoined as a grave official duty.

4. It seems well for assistance in the establishment and maintenance of such libraries to be furnished from the general revenues of the State. In very many cases the limited means of the districts prevent the entering upon such an undertaking; and the general adoption of the plan would be greatly facilitated by and from the government. The money thus expended, would be the most serviceable of any of its disbursements. 5. As the state becomes more largely interested than any town or district, it is eminently proper that state supervision should be exercised over the lists of books for which its money is expended; and the supervision may well be extended so as to ensure an economical expenditure of the funds, as well as to secure books that are worth reading. 6. To the objections from the "trade," I assign but little weight; and unless the expense of carrying on the depository is greater than the difference of prices at which books are furnished to the depository by the publishers, and the average prices at which the Districts could buy, the maintenance of the depository is of advantage to the people of the Province. The state undertaking to secure the education of the people, it is proper to adopt such courses as will lead to the maximum results with the means employed. The state does not undertake to prop up the different trades. But as far as the book trade is concerned, I should consider the scheme a help to it rather than a hindrance. The general prevalence of a taste for reading that must result from the fostering care of the libraries, as given by the state, cannot be but increased. The liability to abuse presents itself to my mind as the greatest objection to the plan. The above indicates my views of the principles involved. The details of the *Plan* submitted are not familiar enough to me, to warrant my passing an opinion upon its merits. In Illinois State, aid has not been directly given to the formation of district libraries. A tax may be levied by the directors, and surplus funds of the districts may be used for the purchase of books for libraries. The results have not been altogether satisfactory, but it is believed that the idea of the libraries is correct, and that the failure in securing desirable results must be attributed to some deficiency in the adjustment of the plan. Whether the precise scheme adopted in the Province of Ontario, would be suitable in this state, or in any one of the United States, I am not prepared to say, but it may be doubted. It strikes me that there are some reasons for thinking that it would encounter obstacles here, that it does not in your case.

The Honourable H. D. McCarty, Superintendent Public Instruction, State of Kansas. Please accept my reply to your request for my experience and opinion in regard to an Educational Depository, which is briefly as follows:—

1. Having had no experience as to the working of an Educational Depository connected with the Department of Public Instruction, in this or any other state, I consider my judgment in this connection valueless.

2. As a matter of policy, and incentive to individual exertion on the part of Schools to secure apparatus and library books, I heartily commend the system.

3. I heartily endorse the plan of furnishing under the regulations named, all the articles mentioned in the list, except prize books, and merit cards used as gifts, as I am satisfied from observation and experience that prizes given as an incentive in Schools, work not only a negative good but a positive injury.

The Honourable W. M. Bryant, City Superintendent of Public Schools, Burlington:— I have to say that I have no experience in the management of libraries on any such plan as the one adopted by you; but the consideration I have been able to give the subject has left me a very deep impression of the excellence and practicability of the plan you have determined upon. The reasons assigned in justification of its adoption appear to me thoroughly convincing; and even the single one of securing the distribution of the best, and *only* the best, literature would of itself, and though wholly unsupported by the other reasons adduced, be quite unanswerable. We have in our State (Iowa) a law authorizing the people of each School district to vote a tax for the support of a Public School Library. I hope to see it made operative in this city during the coming year, and have only to regret that, for the sake of general security throughout the State against the inevitable legions of impudent vendors of literary trash, we have not in our law such a wise provision as that which you have secured in the interests of truth and purity in your Province of Ontario. As a rule, I am extremely sceptical respecting the good to be derived from the exercise of Legislative guardianship over the people; but the provisions you have secured are so liberal as to disarm any such ob-

jection. It is a guardianship which encourages and guides while it does not circumscribe enquiry, which fosters and stimulates and in no proper sense discourages intellectual activity. Your plan, once firmly established, can hardly fail of proving a happy precedent to be at length generally followed.

The Honourable Wm. R. Creery, City Superintendent of Public Instruction, Baltimore, Maryland.—Much business and absence from the city will account for my inattention to the request made by circular to this Department. My opinion of the subjects presented will be briefly stated. 1st. The Depository is one of the best education agencies that could be operated, and being conducted exclusively in the interests of the Schools, commends itself to my hearty approbation. 2nd. Our State Legislature and City governments frequently aid public institutions in the procurement of books, maps, charts, &c., and thus they increase facilities for public instruction. A large and improved map of the State of Maryland was furnished to the Public Schools of the whole State directly by the State Legislature. Baltimore City, of which I am Superintendent of Schools, received 120 copies of this map, worth \$10 per copy. 3rd. I think your plan of distribution an excellent one. I wish we had the same arrangement for our Schools.

The Honourable J. N. Larned, City Superintendent of Education, Buffalo, N.Y.—In reply to the circular note from your office I would say that I have no knowledge of the working of the policy that you have adopted, in supplying library books, etc., from a Department Depository; but I have little doubt that it is more judicious and more satisfactory in result than the policy which we pursue in this State, of dividing by apportionment the money of the School Library Fund, and leaving it to be expended at will by local School authorities. I know that our School Library money is very far from being expended wisely always; that too much of it is wasted upon trashy and ephemeral books, which would, undoubtedly, be excluded from the catalogue of such a Depository as you maintain. No doubt, too, in the divided expenditure of the money, less is purchased with it than might be under your plan. There may be practical objections to a Depository policy of which I know nothing; but, judging only from an acquaintance with the working of the alternative policy, I should favour your system.

The Honourable E. B. Hale, City Superintendent of Public Schools, Cambridge, Mass.—The circular requesting my opinion of the policy of supplying schools with books and apparatus from the Depository of the Department is before me, and I have the honour to reply briefly: In the first place, I am obliged to confess that I have had no experience in this direction that would avail me in forming a judgment. In our own city, and, indeed, throughout this commonwealth, the principle of *local* taxation is the prevailing one, and the municipality depends but little upon the State for aid. To be sure there is a State School Fund divided between the various cities and towns, but the moiety which each received is very small. Cambridge, for instance, with an annual expenditure for school purposes of \$250,000 draws from the State but \$2,000, while the balance is raised by local taxation, and yet it seems to me that the system which you have adopted is a most excellent one. You properly lay a proportionate share of the burden directly upon the municipality, and, at the same time, furnish to School-officers the means of furnishing their Schools with necessary appliances, and at the lowest possible prices. It seems to me that the objections, as stated in your circular, are not well taken, and that the replies are unanswerable. I should be glad if we had as good a system of which we could avail ourselves.

The Honourable Henry Kiddle, City Superintendent of Public Instruction, New York.—In reply to a communication from the Deputy-Superintendent, asking my views in relation to the mode at present in use, of supplying the Schools of Ontario with "Library and Prize Books, &c.," I would state, after a perusal of the documents sent, explaining the matter in detail, as well as the objections which have been urged against it, that I see no force in such objections, and consider the plan adopted a most judicious one, and well calculated to promote the object of providing the Schools with books and apparatus, as well as to foster a proper local interest and public spirit in relation to education. The plan of furnishing the Schools from a central office or depository has prevailed in this city for more than twenty years, and I have never known, during that entire period, that any objection has been brought against it. Our book list is comprehensive, containing some

of the publications of all the principal publishers, and, therefore, the idea of its establishing a monopoly could not be entertained.

The Honourable S. A. Ellis, City Superintendent of Public Instruction, Rochester.—I have examined carefully the objections urged against your plan of rendering Government aid, in the supply of "Library and Prize Books, Maps, Apparatus, &c.," for the Public Schools of Ontario, and your reply thereto, and confess that your arguments seem to me unanswerable. As the objections seem to come from the "trade," allow me to say that, although for several years in the "trade" myself, I am unable to understand how any one, who prefers the welfare of society to his own personal ends, can raise a serious objection to a plan which must form so valuable an adjunct of the Public School system.

The Honourable A. P. Marble, City Inspector of Schools, Worcester, Mass.—Your system of distributing books and maps seems to me a most excellent one. In this city we have had no experience in precisely what you are doing; but we find in our own practice what confirms some parts of your plans. The School-office furnishes supplies for the city Schools at from 15 to 25 per cent. less than the cost of the same at the book-stores. The same can be done for a whole State or Province with still greater economy I should suppose. As you are aware the books for our Free Public Libraries are bought by the trustees. In your plan I see an encouragement for the small towns, and an aid in the selection of books which can but be beneficial. The subject of furnishing all children in our Public Schools text-books at the public charge has been agitated of late in Mass. Each town or city has now the privilege of so doing. I expect good results from this custom: The same principle is involved as in the furnishing of the books and maps for libraries. No money can be better expended for educational purposes than what you expend for the libraries.

The Honourable John Hancock, City Superintendent of Schools, Cincinnati.—I think your plan a most excellent one for the encouragement of culture among the people of your Province. I think also a similar plan would work great good for our rural School districts.

The Honourable A. J. Rickoff, City Superintendent of Instruction, Cleveland.—Eighteen years ago, I visited your Normal School at Toronto, and then became acquainted with the working of your Depository for the supply of maps, apparatus, &c., and I have to say that the impression then made upon my mind, and my thoughts since have been entirely favourable to the plan. I should very much like to see it adopted in this State, so far as pertains to the supply of maps and apparatus, were it not that the frequent changes of School officers would interfere with its judicious and efficient management. We have no public libraries, except in the larger Cities. The objections urged by book dealers are only such as might be expected from that quarter. Though the Depository seems to take the sale of books from the trade; yet, greatly facilitating as it does the diffusion of good reading matter, it cultivates a habit of reading on the part of great masses of people, and in this way really promotes the interests with which at first sight it seems to interfere. That the Depository can supply books cheaper than the trade would do, cannot be questioned; and that the selections made by its managers with a view simply to the interests of the Schools and of the people, is certainly a great advantage. I beg that you will send me a copy of your list of supplies and catalogue of books.

Isaac M. Wellington, Esq., Principal High School, Detroit. My observation and experience are entirely in favour of the plan of the Ontario Department in aid of Public Instruction. I know of no valid objection against said plan, can see no force in those urged against it—and can name no radical improvement in it.

O. R. Burchard, Esq., A.M., Editor and Publisher, "New York State Educational Journal," Buffalo, N. Y.—In reply to the subject matter of your circular I would say, that in my opinion the plan of furnishing necessary School apparatus of all kinds by the State Government, at the lowest possible price, is a good one, because of the money saved, of the uniformity of books which will be used, of the control over worthless and injurious books which is thus given, and of the more general use which will be made of all kinds of School-room apparatus under this system. In this State the influence of book-publishers over local use of books has many times been very injurious, and some of our States are now discussing State supervision of text-books for Schools. From the circular sent me I should say the "Educational Depository" is a good thing and might be continued.

D. M. Knickerbocker, Esq., Editor "American Educational Monthly," New York.—In reply to your favour I can only speak on general principles. The question seems to be, How can books, maps, &c., best be supplied to the Schools? In what way can the best books be obtained at the cheapest rates? I see no surer way to get good books than to submit their selection to the care of a board of gentlemen fitted to judge and faithful to their duty. Such a board, I am assured, now passes judgment on your school-books. Nor can I see a cheaper way of procuring books than to buy in quantities, as you do, and sell to the schools at the lowest possible rates. Since these two advantages are obtained by the Board of Ontario, and since there are no apparent drawbacks in the matter of expense, the Depository paying its own way, I can see no reason for a change. The complaints of the trade should, it strikes me, not be regarded, since the question is purely one of utility for the Schools. If the trade can supply better and cheaper books than the Depository there may be some reasons for a change. I make these remarks with great diffidence since I am entirely ignorant of all the facts of the case.

Henry A. Ford, Esq., Editor and Publisher, "Michigan Teacher,"—I have your late circular, and reply at early convenience. After some examination of the "Objections to the Educational Depository," and the "Reply," I am compelled to think the former quite flimsy, and the latter thoroughly effective, in fact quite unanswerable. You are working an inestimable benefit to the Schools and educational officers of your Province, by removing their supplies, to some extent, from the tricks and extortions of "the trade," and their outcry is simply the old one, "Great is Diana of the Ephesians." Years ago, while acting as Superintendent of Education for one of our Counties, and before learning of your practice, I was accustomed to supply teachers and School-districts with professional books and apparatus at cost price; and there is no part of my work to which I recur with more satisfaction than to that. I commend your scheme without reservation, and would add the hope: *Esto perpetua.*

Thomas B. Stockwell, Esq., "Rhode Island Schoolmaster."—When your first circular, relative to libraries, &c., was received, our editor, Mr. Brickwell, had just sailed for Europe on a short trip. I, therefore, deemed it best to leave the matter for him to attend to on his return, as he has a much fuller knowledge of the facts bearing on the case than I possess. Judging from your second circular, however, that you are desirous of getting at some data as soon as possible, I have ventured to state one or two facts in connection with the question that may be of some value. When Hon. Henry Barnard was School Commissioner of our State, he organized, or caused to be organized, *free public* libraries in nearly every town in the State. In some of the towns they have been preserved, in others abandoned. In hardly any case have they been fostered and increased as they ought, or as one would have expected. A movement has been inaugurated by Mr. Brickwell, our present Commissioner, to provide for the establishment of these libraries. It has not yet, I believe, been fully organized, but will doubtless be so another winter. Of the general advantage and value of such a course as your circular explains, I think there can be no question, as it observes the golden mean between over-aiding on the one hand and utterly withholding on the other.

John A. Banfield, Esq., Editor "Kansas Educational Journal," Leavenworth, Kas.—In response to your inquiries, I cannot speak from experience. It seems to me, however, that you have fully answered the objections of "the trade," and I should think there could come no objections from other sources which would be worth responding to. By all means preserve the only guarantee you have of securing the introduction of "only wholesome" books into School libraries.

Superintendent, School Committee, Brunswick, Me.—I owe you an apology for not replying to your circular at an earlier date. The truth is, we have no experience here in Brunswick to guide me in making a reply. I am free to confess that I like your plan of an independent agency for the supply of library books, maps, &c., as it largely relieves School Committees from the unbecoming solicitations of the hosts of school book agents. More, it gives to Committees full control of the class of books to be furnished. In Maine we have trouble enough in deciding upon the text books to be used, and should we adopt the system in force in your Department, we should be overrun with applications from the booksellers.

I do not regard the five objections (1st to 5th) in the Summary of Objections to the Educational Depository, as having special weight.

Theodore H. Rand, Esq., Chief Superintendent of Education, Province of New Brunswick.

—I have the honour to acknowledge the receipt of your communication with enclosures. In reply :—1. The Board of Education of this Province, for many years, supplied text books and apparatus by means of county agencies. The Board owned the stock, and the agents were allowed 10 per cent. on the sales. The articles were sold to any person, in any quantity and at uniform prices. The object of the Board in establishing these agencies appears to have been to bring School materials within reach of the people, and at moderate prices. In several of the counties the agencies were satisfactorily conducted ; in others much difficulty was experienced in consequence of the insolvency of agents or business delinquencies. The Department was quite unable to control the business of the agencies, as a whole, in a satisfactory manner. Ere long, the ordinary shops of the country were able to supply the articles as cheaply as the agencies, and the latter were gradually wound up by the Board of Education. 2. Under the "Common Schools Act, 1871," the text books and apparatus prescribed by the Board of Education are not supplied through any Departmental agency. Parents provide their children with text books through the ordinary book shops, but trustees have power to supply indigent pupils with these books free of charge : and, also, the children of any person who, after notice, neglects or refuses to furnish the required books. In this latter case a special rate is imposed upon the parent or guardian. The general apparatus is purchased, of course, by the trustees. 3. During the last three years of my superintendency in Nova Scotia, the prescribed text books and apparatus for the schools of that Province were supplied to the trustees (to be held in trust as the property of the section), through a central agency under the supervision of the Educational Department at Halifax. The articles were sent out on the orders of the trustees in any quantity, and at first at one-half, and later at three-quarters, the *prime* cost. A special discount was made in favour of poor sections. This agency at once secured, what private enterprise had failed to do, the extensive circulation of the best School materials, as the following figures will indicate :—

No. of Trustees Orders.	Cash value of the articles sent out (at <i>prime</i> cost).
1867, 1435.	\$26,776.
1868, 1433.	21,520.
1869, 1298.	18,184.

The number of orders reported in 1870 was 1328, and the value of the articles sent out \$18,742. In 1871, my successor did away with the central agency, and substituted orders upon the booksellers in all parts of the Province ; and in 1872 the Legislature (with the concurrence I believe, of the Superintendent and the Council of Public Instruction), permanently abolished the special grant in aid of prescribed text-books and apparatus. In view of my experience and observation in the matter of the supplying of text-books and apparatus, I have no hesitation in saying that I regard any public system of education defective, which does not provide for the Departmental supply of all prescribed text-books and apparatus at reduced rates to the Trustees of Schools. It is a matter of as great moment as to secure the use of a uniform series of books. There is no other possible way by which this educational vantage ground can be reached, which is so easy, speedy, and far-reaching. I regard the arrangements of the Ontario system in this behalf, as the right arm of efficient school administration.

4. In reference to School Libraries, my experience has not been extensive. The Education Department of New Brunswick has, since 1858, promoted the establishing of such Libraries,—paying fifty per cent. of the amount expended by trustees (the sum of this per centage not exceeding twenty dollars in any year). The books are selected by the trustees, at any booksellers (usually at a discount of ten per cent.), the list of the books is presented for the approval of the Chief Superintendent, and the per centage is paid over. This plan works very well, and secures, a very moderate increase of libraries. I regard the plan pursued in Ontario as far superior, however, and calculated to confer a priceless boon upon all the people. I could only wish that the financial resources of the

Education Department of N. B. would permit the immediate establishment of an agency similar to that of Ontario.

Robert Kay, Esq., Secretary, South Australian Institute.—I have the honour by direction of the Board of Governors of the S. A. Institute, to acknowledge receipt of a circular from your Department, asking for opinions relative to the supplying of schools with books, apparatus, &c., by the Department.

I am directed to say in reply, that the Board referred your communication to one of their members who is Chief Inspector (Gov.) of Education for this Province, and that his reply was that he could not offer any opinion on the subject, as the system hitherto in use here is very different from yours. The Board of Education here supplies school books only, and apparently the booksellers do not care for the business, at any rate they raise no objection.

The Board of Governors are therefore unable to offer any opinion which could be of any value to you.

James Bath, Esq., Secretary, Board of Education, Adelaide, South Australia.—I have the honour to acknowledge the receipt of your circular, directing attention to the question of supply of class, prize and library books to Public Schools by the Education Department.

As requested, I beg in reply to state, that, during the twenty-one years the present education law has been in operation in this colony, it has been found requisite, by the Education Board, to keep a dépôt for the supply of books and apparatus for the service of the Public Schools. A new law is about to supersede the present one, but that will also contain a provision for the establishment and maintenance of a school book dépôt.

In my opinion, such an establishment is absolutely required in connexion with any Public School system, in order (1) that a full and suitable supply of books and apparatus shall always be obtainable, and (2) that such books and apparatus shall be sold to the teachers at the lowest possible charge.

A. W. Ross, Esq., Inspector, Co. Glengarry.—In reply to your circular, I beg leave to state, that, for various reasons, I consider the Educational Depository very useful, and almost necessary for the Schools in this County. Prizes encourage and stimulate pupils, and are thus of great benefit to our Schools. The good effects thus derived from them would be lost were it not for the favourable terms on which they may be obtained from the Depository. Even if trustees would purchase them elsewhere, the selection would necessarily be poor in comparison with the selections sent at present. So that people would become dissatisfied with them, and eventually give up distributing them. It would be difficult to get trustees to obtain the maps and apparatus really necessary for their Schools should the Depository be abolished. The apparatus sent out at present gives satisfaction; but if trustees were obliged to purchase and select for themselves, wherever they could obtain such articles as were required, then our Schools would be filled with trash. For they are not proper judges of these things, and would buy anything that might be peddled through the country, as long as it was cheap. Not only would the articles be poorer, but there would not be that uniformity now existing, and which is very desirable for the efficiency of our Schools.

Alexander McNaughton, Esq., Inspector Co. Stormont.—I consider the Depository to be one of the most valuable parts of the Educational machinery of the Province. I consider it necessary, because, although wealthy sections may be able and willing to tax themselves for the purpose of procuring these articles from the Booksellers at their ordinary prices, yet the great majority of school sections will not voluntarily do so, unless stimulated by the inducement of obtaining superior articles at less than half their usual prices. My own opinion in regard to the effect of public libraries is, that, by their means, a taste for reading and a desire for information are diffused among the people, who are consequently led to purchase books for supplying themselves and their families with reading matter. The stimulus afforded by prizes in schools is well known, and has been the means of arousing the dormant faculties of many young persons, who afterwards arose to eminence and distinction; but in order that these incitements should be extended to all, some such arrangements as that of the Educational Depository is required. Differences of opinion, with regard to some of the provisions of the School Law and Regulations, are frequently expressed, but I have not met with any person concerned in the management of schools who offered in my hearing an opinion unfavourable to the Educational Depository; and when I have hinted to some trus-

tees the possibility of its being discontinued, they expressed the utmost surprise that it could be considered good policy to abolish so useful an establishment. If trustees are to be compelled by law to furnish their schools with Maps, Apparatus and Libraries, it appears to be almost a necessity that the government should provide facilities for enabling them to comply with the requirements of the Law and Regulations.

T. O. Steele, Esq., Inspector, Co. Prescott.—In reply to your circular in reference to supplying Libraries and Prize Books, Maps, Apparatus, &c., to the High and Public Schools, I beg to say that I have carefully considered the objections raised to the present system, and also your answer to said objections; and consider that you have fully shown that the objections made are not only illogical as to their conclusions, but false as to their premises. I believe that the Department of Public Instruction is the proper source from which such supplies should flow to our Schools, and I am fully convinced, that the addition of the one hundred per cent. has had the effect of causing many times the amount of books, &c., to be purchased, than would have been had such advantageous terms not been offered. It is difficult to get a proper supply for the Schools in most counties, even of the ordinary text books, from the country merchants; but how much more difficult would it be to obtain a supply of such requisites as Maps, Globes, and other apparatus, which are far too costly and the sale too limited to warrant their being kept in stock except in towns or cities. The Library and Prize Book system has introduced books into thousands of families into which they would never have otherwise found their way, and has aroused a demand for literature which has very largely increased the trade of the very booksellers who complain so loudly. Further, the character of the books introduced by the Department of Public Instruction, has been such as to create a taste for a much higher and purer literature than would have been created by books selected by incompetent or careless judges; and who can foretell the great and beneficial influence of such literature upon the future destinies of our country. In conclusion, I think the present system, with any modifications which may be found beneficial, should be continued, because it is the duty of any government to engender and carry out such measures as shall conduce to the happiness of the people by promoting their intellectual, moral, and material interests; and the present system of furnishing maps, books, &c., to the Schools of Ontario, does this—1st—By diffusing knowledge, and stimulating intellectual activity. 2nd—By cultivating a taste for a full and elevating literature. 3rd—By increasing the book trade by the stimulus given to a desire for book knowledge, by encouraging native talent and industry in the manufacture of books, maps, &c., and finally by that material prosperity which invariably follows a general diffusion of intellectual enlightenment.

Rev. Thomas Garrett, Inspector, Co. Russell.—I am happy to be able to state, in reply to your letter, that my experience in the working of the Depository of the Department is becoming more extensive. There is more interest manifested at present than heretofore in the distribution of prizes in the Schools. The prizes are generally obtained from the Depository, and invariably give general satisfaction. In a few instances prizes were procured from other sources than the Department. I have been present at the distribution of both kinds; those from Department and those not, and I observed in two Schools as to numbers—(1) The selection from Depository elicited more interest, was more diversified, better suited to the capacity of the School, and being distributed on the merit card system, aroused no suspicion of unfairness as in the other case. I observed—(2) The prizes from the Department cost less money, time and labour. (3) I have no hesitation whatever in stating, that the reading matter was more reliable, besides the great advantage of having a number of useful articles, and others calculated to arouse a spirit of scientific enquiry. Surely no one possessed of the most ordinary intelligence, will question the utility of properly furnished School-houses, and carefully selected libraries in every community. My experience in Canada has led me to observe that not only the growth of intelligence, but also of material prosperity is traceable to, and to a very considerable extent, commensurate with the interest manifested in the Public School and library. As far as my experience extends I believe: (1) The Depository is an interference with "the trade" for good, for I think many a man would go down to his grave without having even read a book, but for the fact that through the Depository, a book has been placed in his hand which suited him, and led him to take an interest, read more, and purchase of "the trade," perhaps for his rising genera-

tion. (2) I consider the advantage of procuring requisites suitable for our 5,000 Schools, would be found to be attended with more labour than could be performed to the satisfaction of the purchasers, when we take into account that trustee corporations generally prefer the selections to be made for them, and if it could not be made in one establishment, how could it be made at all? I cannot devise a plan so satisfactory to the public as the present, who can? In conclusion, Rev. Sir, allow me to say, that I did not think it was necessary for me to say anything in defence of the Depository, when we could be supplied with so much facility and satisfaction, so far as the Department is concerned. I am convinced that any effort made for the suppression of the Depository, until a better method of supplying the country is devised, and that any aspirations calculated to weaken the public confidence in, and patronage of the Depository before a better scheme for provision is promulgated and established, will result in serious conflict with the best interests of education in this Province.

Rev. John May, M.A., Inspector, Co. Carleton.:—In reply to your circular I have the honour to say that I willingly avail myself of the opportunity thus afforded to me to bear testimony to the soundness of that policy which would place literature, &c., of a pure and wholesome character within reach of all classes of the community. I am convinced that the Education Department, in supplying the Public and High Schools of the country with books, maps and apparatus, is conferring a substantial boon, not only on the children but on the people themselves, and deserves, not the censure, but the warmest commendation of every intelligent unprejudiced mind. A somewhat extended experience as pupil, teacher, and Inspector affording me, as it has, a close familiarity with the literary wants of the masses, warrants me in the unqualified expression of this opinion. Any person who believes in the dissemination of useful and entertaining literature, and is at the same time aware of the famine of books which prevails almost everywhere in the rural regions of this country, must, I think, be convinced, that something more than the mere shop of the bookseller is needed as a means of removing a defect so deplorable. The bookseller has taken fright at a bug-bear. In his opposition to this "monopoly" he is *opposing his own interests* as a vendor of books. The butchers stall at Easter is a refreshing spectacle; but it would prove a losing exhibition to the butcher if nobody could be found with an Easter appetite for beef and mutton. Thus the matter stands as between the trade and the people; there is little or no appetite for books; and the trade by its crusade against the Depository says in effect, "There *shall* be no appetite for books." Can human ingenuity conceive a course of action more suicidal than this? The Depository, then, is no enemy to the trade; and it is not pretended that it is hostile to any other interests whatsoever. On the contrary, this department of our educational system, if brought into full play, would prove most highly conducive to the best interests of all classes, and *particularly to those of the booksellers*. It seems to me, especially in a new country such as this is, settled for the most part by a class not distinguished for the variety and extensiveness of its private libraries, that an Educational Depository, managed as is yours, is precisely what the country wants. Without it, the educational arena would be little better than a valley of dry bones. I suppose the ordinary book-merchant has been plying his excellent vocation among us from the first; but where are the books? Go into the farmers' houses, and a very hollow echo will answer "where"? It is only too painfully manifest that he has not succeeded in introducing his intellectual wares where they are most needed. The cude-peddler has had the start of him. Not unfrequently you *will* find a few volumes of trash, purchased at twice their original cost and ten times their intrinsic value, from one of these enterprising strolling Bibliopoles; but the sound, substantial literature of the respectable bookseller is only conspicuous by its absence. I contend, Sir, that, if there be, among the agricultural population of this country, a want more hideously conspicuous than another, it is the lack of books; unless, indeed, I should say a keen relish for the nutritious mental pabulum which a wholesome book both sates and stimulates. These must be supplied by such a machinery as that under consideration, or they will never be supplied at all. The average farmer is surrounded with the necessaries and comforts, (often the luxuries) of a *physical* existence; he could afford to stock his shelves with books; but does he generally do so? No. He feels no wish to do so. He sends his children to school at great expense; they learn reading, writing, and arithmetic; and on these their souls must live and thrive. Indeed it is a

great loss of time,³ and waste of money, to try to educate our youth without free access to books of miscellaneous information, by which their minds would be simultaneously fed, expanded, stored and stimulated. The education of the School-room is, after all, but a fleshless skeleton ; although it costs this country hundreds of thousands per annum, against which cost no outcry is raised, and yet, when it is proposed, at a very trifling expense to clothe the bare bones with flesh and sinew, and fair skin, and the golden locks of a ripened culture lo ! from Dan to B. comes forth a piteous howl of distress, dismay, and anguish. I not only approve of the existence and management of the Education Depository, but I also give my *ex animo* assent to that part of the law which makes the establishment of a library in every section obligatory on trustees. I sincerely hope that this will be carried out. But how can it be done better than with the aid of the Department as at present ? Suppose the Education Depository was annihilated to-morrow ; a rural section must establish a library : how is this to be done ? In the first place the amount to be raised deters ; next the difficulty of selecting the proper books ; lastly, the still greater difficulty of finding a place in which to select them. Trustees, in general, would shrink from such a task ; the teacher might attempt it, or might not ; the Inspector is already overworked ; I fear there would be few libraries established in this way. Take away the Depository, and you may as well rescind that part of the law which obliges trustees to establish libraries in their sections. Under the present system a very trifling sum of money procures quite a respectable lot of books ; and there is little or no trouble in making a selection or having it made. I agree with Horace Mann in that manly sentiment : " Had I the power, I would scatter libraries over the whole land, as the sower sows his seed." There is, however, little use in sowing seed in unprepared fields ; and I feel that the people are not as yet in a state to appreciate a library to the full. Of course the existence of a library in a locality will itself tend more or less to cultivate a taste for reading ; but of this I am certain ; could you plant a good library to-morrow in every School Section in Ontario ; and could you visit every section on that day twelve-month, you would be utterly confounded at the little use that had been made of the books. (I speak from experience.) Does this prove the uselessness of libraries ? By no means. But it does prove *something*. It suggests the idea of going back a step. People must be *trained* for a library. How is this training to be accomplished ? This is a question more easily asked than answered. I have observed that *Prize* books are read when library books are neglected. Children will, at first, read prize books simply because they *are* prize books ; and parents, just because they are their children's prizes. After a while both parents and children will take to reading library books from a growing *desire* to read, begotten of the prize book. This desire, once created, will seek its proper gratification ; will gather strength as it grows, will grow as it is gratified. I would say then, let these libraries be established everywhere ; but, for the present at least, let the *chief store be laid on the dissemination of Prizes*. Indeed there is little genuine life in a School in which prizes are not awarded ; and to be healthfully awarded they must be distributed on the merit card system. I have also another suggestion to offer, which if capable of practical application, would, I feel convinced, do more than anything else to engender a taste for reading. I am not aware that it has ever been tried ; and, therefore, I merely throw it out as a hint. It is this ; a *daily or weekly paper for Schools*. Every merchant looks for his morning paper before going to business ; every farmer looks eagerly for his weekly news. Can nothing be done for the children in this line ? My own son read the newspapers regularly at ten years of age, and often puzzled me with astute questions on the great political problems of the day. Is it within the range of possibility to put a secular " child's paper " into the hands of every child (able to read) in our Schools ? If so, would it be lost time to spend half an hour in the morning in " glancing " over it, before proceeding to the " business of the day." If this could be done (and I cannot see why it should not) it would expand the youthful *intelligence* and, I think every School Inspector will bear me out if I say, that in country Schools nothing strikes one more forcibly than the lack, not of natural, but of cultivated intelligence. Show me a child that habitually reads the papers, and I will show you one that will read *understandingly* the ordinary lessons of his reader or his history. It would be a magnificent spectacle, that of hundreds of thousands of copies of an unsectarian, non political paper flying over the land, daily or weekly, to the hands of the children of the land, whose School days are only too generally overshadowed by the wings

of a wearisome monotony, whose hard lot it seems to be, to languish under the burden of a very *tedium vite*. If we could give a paper to *every* child, and a prize book, given to every *deserving* child, we should have begun at the right place, and paved the way towards certain success in making our "Public School libraries indeed the very crown and glory of the Institutions of the Province." And now, Sir, in conclusion, as one of the Public School Inspectors of this country; as a native Canadian, proud of the old Flag, proud of Canada's free yet firm institutions, and especially of her grand educational system—proud, I say, of all these things, but ashamed of the illiteracy which even yet too extensively prevails, I beg leave to enter my solemn protest against a proposition which would wound her in a vital part, and go far to render nugatory and null her world-famed system of education. I regard the Education Depository as this country's chief-store house of the corn and wine of Education, and its enemies as the enemies unwittingly of the rising generation.

Rev. Geo. Blair, M.A., Inspector, Co. Grenville.—As an educationist I should very much regret the abolition or the curtailment of the Book and Apparatus Depository in Toronto, which I consider to be not only a distinguishing feature of our School system, but even an essential part of it. The Schools supply instruction through text books and certificated teachers, who are partly paid by the Government; the Depository supplies, on precisely the same principle, the aids and appliances required in accomplishing this work, and also a vast mass of excellent reading material, in the shape of cheap, well-selected libraries and prizes, without which the instruction communicated at School could not be turned to any good account, or would actually be put to a bad use in devouring the trashy and corrupt literature which floods the neighbouring States. To show that in expressing a decided and earnest opinion on this subject, I am not a person likely to be prepossessed in favour of Government monopoly or Departmental interference, I may state that I was long connected with the liberal newspaper press of England and Scotland, and was for some time engaged on the literary staff of the Anti-Corn-Law League organ published in London under the superintendence of Messrs. Cobden and Bright. My sympathies are therefore, as might be supposed, strongly in favour of free trade, and of the non-interference of Government (in ordinary cases) with the law of supply and demand. At the same time I hold that there are necessary exceptions to this rule, as well as to other rules, and that the Book Depository is one of them. Our entire School system, in fact—like all other national systems of education—is a standing exception to the rule. It assumes by the very fact of its existence, that the natural demand for education is not sufficient of itself to ensure an adequate supply, and that it is for the interest of the Province to subsidize voluntary effort, not only by compulsory taxation but also by a liberal grant of money. The tendency of this is clearly to discourage private schools, or in other words it stands directly opposed to free trade in teaching; yet few will be found bold enough to affirm that our national system of education should be abolished because it interferes with the business or with the profits of certain private teachers. And if the Government chooses to go further than this, and say that the teaching in Schools, by teachers under Government supervision, shall be supplemented by the teaching of libraries and prize-books provided under similar guarantees, and fenced round with similar safeguards, I must say that I cannot see any objection to the action of the Government in the one case which would not apply equally in the other. As a thorough free-trader, I repeat that the book trade has no more right to demand the abolition of the Depository than private teachers to demand the destruction of the Public School system itself. The result of this crusade, if accomplished, would be simply to hand over the supply of libraries and prize-books to a ring of wealthy monopolists, who would soon make them costly as well as dangerous luxuries; and no Canadian who is alive to the best interests of this country will join in a cry which has originated with the book trade alone. The interests of the country are more important than those of a few large bookselling houses, even if the two interests stood opposed to each other, which really is not the case; for the taste for reading is an appetite which "grows with what it feeds on," and I believe that to a great extent the Depository has actually created our book trade, and even still largely supports it. I very much doubt, therefore, whether even the book trade itself would benefit by abolishing the Depository; but I have no doubt whatever that every other class, and especially the educational interests of the Province, would suffer most mate-

rially by the change. Of late there has been a cry for a free library in Toronto, although that city is already provided with a splendid University library, the shelves of which are courteously open to all comers. In the country, and country towns, we have no such valuable privilege. Our only chance of obtaining anything like library accommodation in the country is through the Book Depository in Toronto, which has already been the means of establishing numerous free libraries throughout the Province; and I for one sincerely hope to see the value of that institution still more generally recognized, and its usefulness largely extended by additional means placed at its disposal.

Robert Kinney, Esq., M. D., Inspector, No. 2, Leeds.—In reply to circular, I have the honour to say that I delayed reply in order to ascertain the public opinion on the subject, as well as the private opinion of persons more or less interested in education: and as a result of my enquiry, I find that School Corporations are almost unanimous in favour of the Depository. On the other hand the booksellers are altogether unanimous in its condemnation. Thus you see that the opinion of the few who are interested is diametrically opposed to that of the many who are designed to be benefited. My own opinion is that to do away with the Depository at present would be to do a grievous wrong to our Public Schools, as well as to impede the flow of that stream of intelligence, small though it be, which finds its way and carries its beneficent influence into the remotest parts of the land.

Wm. R. Bigg, Esq., Inspector, No. 1, Leeds.—I am somewhat at a loss how to reply to the circular received from Dr. Hodgins, inasmuch as I feel extremely diffident in advising one so much better informed than myself, touching the policy of sustaining the Depository in supplying maps, apparatus, library and prize books to the Public and High Schools of Ontario. I can, however, frankly state my opinion, based upon an extensive experience, that incalculable benefit has been derived by the public from the Depository. Whether its existence is an injury to the trade, I am, perhaps, not so well qualified to judge, though I think the truth of the assertion may be questioned, at all events, as far as the "trade" at large is concerned. Probably some wealthy publishers and exporters are desirous of a monopoly, and the crusade is doubtless as much against the Depository as the Depository, for were the latter closed, the privilege of supplying would be transferred to a few, to the detriment of the many; as in that case, I presume, the Departmental assistance of 100 per cent. would necessarily be stopped. The "trade," we are told, "can as *equally well supply* library and prize books, as it *now does text books.*" But this is an argument against them, for the exorbitant prices *now charged* for the present text books, are far from satisfactory, especially when it is remembered that the old "Fifth Book" was furnished by the Department at 10s. 6d. per doz., whereas the *new one is supplied by the "trade" at 2s. 6d. per single copy.* I have no doubt, therefore, that the "trade" could as *equally well supply* all School requisites "as it *now does text books,*" and for this very reason I object to its having the opportunity, as the cost of maps and apparatus would be enhanced in the same proportion, and our Schools would cease getting them in consequence. For the foregoing reasons, therefore, I am decidedly of opinion that closing the *present* Depository, and interfering with existing arrangements, would be prejudicial to the interests of the public and injurious to the cause of education.

Henry Lloyd Slack, Esq., M.A., Inspector, Co. Lanark.—I have the honour to state in reply to your circular, that on the whole the Depository of the Education Department seems to me both necessary, well conducted and entitled to the support of educationists in this Province. If I were to add any suggestion in the way of improvement, it would be that some of the smaller articles such as tablet and object lessons, merit-cards, registration sheets, &c., should be furnished to the local booksellers (on application) at such a price that they might be able to retail them at the same figure as is **done at the Department.**

Rev. E. H. Jenkyns, M. A., Inspector, Co. Renfrew.—I have the honour to reply to your circular requesting my views in reference to the Educational Depository. It appears that certain persons have been of late conducting a series of systematic attacks upon the Educational Depository, as an institution which affords no real benefit to the country, and as being detrimental to the "book trade." These objections, so far as I know, have not been raised by trustees or by people really interested in the welfare of our Schools, but by persons who would reap considerable advantage to themselves, if they could only succeed

in their efforts of doing away with the Depository. The more attention I give to the matter, the more am I convinced that it is hardly possible to correctly estimate the immense advantages which accrue to the Schools of the country from the existence of the Depository. I might point to several sections in this county, where ratepayers are few and poor, which would find it a very difficult matter to provide maps and other School requisites, were it not for the liberal provisions of the Department of Public Instruction through the Depository. I am therefore convinced, and I feel sure I represent the conviction of all interested in our Schools, that the Depository is a great advantage to all Schools, but especially so to poor sections. Another reason which I adduce in favour of the Depository is this, it prevents a large number of unreliable, if not worthless, maps being foisted at extravagant prices upon School Sections, to the great injury of the Schools. I have known instances of trustees purchasing, at their own doors from peddlers, maps which cost about three times what would be paid for the Depository's maps, which were so inaccurate and, on national grounds, so objectionable that I immediately caused them to be removed. When it is known that maps can be bought at the Department for about one-fourth of what they would cost elsewhere (in this country), and when it is known that these maps are good and reliable, then we can readily estimate the advantages derived from the Depository. If it were not for this institution, our trustees would be to a very considerable extent at the mercy of peddlers. Then again, the same argument holds good in reference to the "book trade." Some trustees think it a very great advantage to be able to make a personal selection in the purchase of prize books, &c., and what is the consequence? It is not to be expected that when trustees enter a book-store, that they have the time or inclination to read the books which they are about to purchase, and therefore they take those books which they think suitable from external appearance and title. As a natural consequence, I have found several very objectionable books given away as prizes to pupils of Public Schools. Some of those books were miserable tales, concerning ghosts and fairies, others again made heroes of murderers, highwaymen, and such characters as have been justly execrated by the great and good. And I fear if the supply of library and prize books were left entirely in the hands of the "trade," many a book would find its way into our families, which would not only have a very pernicious influence upon its members, but which would in course of time exercise a bad influence upon us nationally. Are the pupils of our Schools to be exposed to these dangers just simply to enrich the pockets of a few interested persons? Is it not sound in principle and wise in arrangement that the Government should protect itself and the public, and at the same time have a watchful regard for the welfare of its Schools, by making such an arrangement as will meet the requirements of the case? When it is known that books sold by the Depository have the 100% added to the purchase money; when it is borne in mind that these books have been carefully selected by competent persons and are calculated to answer moral, intellectual and national purposes, then surely no unprejudiced mind requires to be convinced of the great advantages of a Depository. And lastly, I believe that all persons in this county interested in Public Schools, would look upon the disestablishment of this institution as a public calamity which would have a disastrous effect upon our Schools.

John Agnew, Esq., M.D., Inspector, Co. Frontenac.—I have the honor to state in reply to your communication, that, having carefully examined the summary of objections urged against the Educational Depository, with the replies to them, I am of opinion that the objections urged cannot be successfully sustained. During the 13 years in which I was engaged as a teacher, I have been the means of procuring hundreds of volumes from the Depository, as prizes for my pupils, and have always been well satisfied with the books received, which were partly selected by myself from the Educational Catalogue, and partly by the Department. On one occasion when about to send for a supply of prizes, I was informed by a certain teacher that his trustees were in the habit of purchasing prize books in Kingston, as they could be procured cheaper there than from the Depository, consequently to test the genuineness of the prizes, I procured a catalogue of prize books with the prices of the same from one of the leading booksellers of Kingston, also a catalogue from the Depository, showing the prices of the books issued therefrom, and found on a careful comparison of the prices, that for every \$5. worth of books purchased in Kingston, I could obtain \$12. worth from the Depository, showing clearly to my mind, that the terms and prices of the Department as published were genuine. Fur-

thermore, the aforesaid teacher was lately sent by trustees to the Depository to procure prize books and apparatus for their School, the trustees paying his expenses to and from Toronto, and he informed me that after his expenses were paid, the books &c., purchased from the Depository were considerably cheaper than could have been obtained from the booksellers in Kingston. From observations of my own, while travelling through this country, I have found that agents and travellers throughout the rural districts, have, with a few good books, disposed of a great number of pernicious and worthless books; in a few sections they have disposed of maps which were entirely worthless and ill-adapted for School purposes. It is to be hoped that the Executive Government and the Legislature will not abolish the Depository, until every School in this Province has been supplied with maps, apparatus and library books. Should they do so at the next session of the Legislature, as intended, and before the Schools are supplied, education would receive a serious check, and the Schools, in my opinion, would either be retarded or be at a stand still for years to come, as ignorant trustees would never obtain suitable prize books, apparatus, &c., from booksellers or their agents.

Frederick Burrows, Esq., Inspector, U. Cos. Lennox and Addington.—In reply to your circular, I beg to state that the present system by which the Schools are supplied with library books, maps, &c., by the Education Department meets my entire approval; and I am more than ever impressed with the great benefits which it has conferred upon the youth of the Province. I am of opinion that many of our Schools would still be without the apparatus necessary to make them efficient if it were not for the facilities afforded under the present system. The departmental regulations are so simple and so generally known and understood that our trustees experience but little trouble in getting what their Schools need in the shape of prize-books, maps, &c. During last year prizes were given in forty-eight of the Schools of this County, and in no instance have I heard the slightest dissatisfaction expressed with the cost or style of the books, but in many cases the prizes and mode of obtaining them have been spoken of in terms of the highest approval. The same remark holds in regard to the maps, globes, &c., which have been furnished to our Schools. With reference to libraries, I can scarcely conceive how any one not directly interested in the *trade* can find fault with a system which so readily puts within the reach of our youth the facilities for cultivating a taste for useful reading. The inclination to read will generally accompany the ability to do so, and if our young people be not supplied with good wholesome mental food, they will most likely find access to those trifling, silly and often pernicious works of the imagination with which our land is fairly deluged, and in consequence have their tastes vitiated, their morals corrupted, and their minds filled with thoughts which will in many cases lead to lives of crime and folly. I trust in a short time to see a Public School library from the Department in every School section under my jurisdiction. I would regret exceedingly the abolition of the present system, as I consider it highly beneficial. I may add, that the School authorities here fully appreciate the great facilities afforded by the Department for getting maps, apparatus, prizes, &c. for their Schools. Yesterday I had the pleasure of presenting one hundred and sixty dollars worth of prizes obtained from the Depository of the Department to the pupils of the High and Public Schools of Napanee. In regard to the character of the books, the promptness with which they were sent, and the great care taken by the Depository officials in selecting and transmitting them, the highest satisfaction has been expressed by all connected with the Schools. It is my mature conviction that apart from the one hundred per cent. allowed, the benefits arising from the present system are such that its abolition would entail serious injury to the cause of education in this Province. In many cases trustees would not know where to get School requisites which are now so readily obtained from the Depository and with many others the extra trouble and expense would, I fear, prevent the Schools from being properly supplied. In view of the great advantages conferred upon our Schools by the present system I sincerely hope that all attempts to abolish it will prove abortive. You will shortly receive a copy of a resolution carried unanimously at a meeting of the Lennox and Addington Teachers' Association earnestly deprecating the abolition of the Depository.

Thomas S. Agar, Esq., Inspector, No. 1, Hastings.—I have the honour to enclose herewith a statement giving the results of my experience upon the subjects set forth in your circular,

and, at the same time, to express my regret that I have not been able sooner to communicate it to you. After a careful perusal of the statements furnished by the Department, relative to the general regulations for the supply of library and prize books, maps and apparatus to the Public Schools of Ontario, and as the result of some years' experience as Local Superintendent and Inspector of Public Schools in North Hastings, I cannot come to any other conclusion than that it would be injurious to the Public Schools to interfere with the grant of 100 per cent. allowed to sections on the purchase of prize books, School Section libraries, maps, apparatus, &c., issued from the Depository of the Department. The following statement of the growth and development of this Section of Ontario is the result of personal experience, and will serve to illustrate the causes of forming the opinions I entertain upon this subject. The rural population of this Section of Ontario consists mainly of those who have had to fight their way through all the difficulties of a settler's life, by untiring industry and perseverance, with little or no capital to aid them in their struggles, and many of them, too, with little or no education. These men are the fathers of the generation now beginning to act their part in life, or being educated in the Public Schools, to take their places as citizens of the Dominion. The local newspaper at first, followed by the weeklies of the capital, and the agricultural journals, whose circulation was promoted and encouraged by the Agricultural Societies, together with a newspaper devoted to the church of the reader, formed generally (but by degrees) the staple and almost exclusive reading matter of the farmer, indeed the numbers of the old farmers, and also their children, who read as extensively as above stated, were, and are, few and far between, and may be regarded as the exception, not the rule. The great and continued physical exertions required in clearing the land, want of means and leisure, unfitted the men for other literary indulgence or pursuits than those of the public prints. The Bible, the wonders of nature and Providence, and some stray works, interspersed in occasional localities with a few treasured volumes brought from home, were in fact the literary treasures of a rural section, more frequently honoured by displays as mementoes of home than in their perusal. Some few years after the introduction of the School Law, many of the young people of the country began to prepare and educate themselves for teachers; and, so far as the acquirements of the branches for passing the Boards of Education required, and the text books afforded them the means, made an advance in the right direction. They gradually spread through the country a number of young men and women whose influence is beginning to develop itself in the rising generation; but the means for the purchase of books, or, indeed, the taste for and desire to read, was then far more limited than at present. Looking upon a love for reading as the result not merely of sufficient education to read and understand works of general literature, but also as dependent upon and extended through a country by the congenial tastes, habits and feelings of those with whom we associate and live in daily intercourse, I sought to introduce, by means of annual competitive township examinations, works for that purpose, obtained from the Depository, as prizes, into the homes of the successful competitors; and, aided by the liberal donations of friends of education, and the Municipal Councils, a great number of good books were taken into the homes of our rural population, where I still see them honoured not merely as prizes, but by the evidence they bear on their leaves of honoured thumb-marks. Individual efforts are now more effectively replaced by School Section libraries, in addition to the township libraries, and are the recognized means of furnishing the people with works to read. Townships contain amongst their readers families of every religious body, and every shade of politics. School Sections, in this respect, are but a portion of a township. I believe it is generally conceded that the works furnished to the public libraries ought to be selected by competent authority, as upon their selection the principles and moral tone of the community must to some extent depend. Neither township councils nor School section trustees could undertake this duty; and constituted as the Board of Public Instruction for Ontario is, and the principles upon which it is stated to be guided in the selection of library and prize books, I do not know of any body to whom could be more safely and fairly entrusted their selection. The question of monopoly by the Department, to the injury of the book-trade, is refuted by the Chief Superintendent in his first reply to the objections urged against the Depository, and as shown by the value of imported books for the periods therein stated; and though, upon principle, I should consider any monopoly by the Go-

vernment which tended to curtail or injure the book-trade as bad policy, yet, bearing in mind the great importance of the selection of books, the fostering care with which the taste for reading is promoted and encouraged by the Department, that it is a work of time to raise up and educate from our people a reading public, and that in the meantime the book-trade now is, and will be, annually reaping the benefits resulting from the increased intelligence and love of reading among the people, I cannot, I say, bearing this in mind, think that the monopoly complained of is adverse to the book-trade. The inhabitants of the School Sections have, since the School Law Amendment Act of 1871, been called upon to tax themselves very heavily to comply with the requirements of that Act, exclusive of the demands made upon them for maps, apparatus, and School Section libraries; and taking into consideration the value of assessed property in the several School Sections in North Hastings, and the importance with which we must regard the successful establishment of School Section libraries, and the furnishing every School with maps and apparatus, I should look upon the withdrawal of the 100 per cent. advance upon the amount furnished by the trustees for that purpose as a great injury to the Public Schools, and also as calculated seriously to retard and impede the education of the youth of this country, and the subsequent development of the vast resources we possess, and which require but an educated people to reap the benefit of. I beg to add, in conclusion, that the selection of books by the Department for prizes, and also for School Section libraries, has in all cases coming under my notice given entire satisfaction.

John Johnston, Esq., Inspector, South Hastings.—In reply to your circular, I beg leave to say that it would be impossible to supply our Schools with maps, apparatus, tablets and object lessons, library and prize books, &c., were it not for the encouragement given by the Department in granting the 100 per cent. My own experience since my appointment as Inspector is that more than half of the Schools of South Hastings could not have been supplied with the above articles had it not been for the inducement, that if five or more dollars were sent, maps, tablets and object lessons, &c., would be sent in value equal to twice the amount of money sent. The prize and library books sent from the Department have always given the best satisfaction to teachers, parents, trustees and scholars. My own experience as teacher for over fourteen years, and as Inspector, enables me to say that the prize and library books have been of great benefit to the scholars of our Schools, and also to parents, for I have known in many cases where there were no books in the family till those given to the children were brought home, but afterwards when those books had been read by all the members of the family, it created a taste for reading, and induced the parents to purchase more books, thereby benefitting the booksellers rather than injuring them, as I believe they sell more books afterwards. The books sent out by the Department have been of the right kind to create a taste for reading, and to instil into the minds of both young and old good moral principles and general information. The Department, in granting the 100 per cent., and in supplying the Schools with maps, apparatus, tablet and object lessons, &c., confers a great benefit on the Schools and people of South Hastings, and, in my opinion and experience, it does not in any way interfere with private enterprise, but rather helps in that direction.

Gilbert D. Platt, Esq., Inspector, Co. Prince Edward.—In reply to your circular, requesting the benefit of my observation of the Depository connected with your Department, I have the honour to make the following statements:—That, although the principle involved appears to some extent objectionable, yet in view of the very satisfactory character of the work performed by the Educational Depository of Ontario, I think it would prove a great misfortune to the interests of education to abandon it, at least so long as it is carried on as satisfactorily as in the past. Especially does this apply to the maps and apparatus branch, the closing of which would, I believe, result in very great injury to our schools, by destroying altogether the uniformity at present existing, and placing trustees at the mercy of unscrupulous dealers, who would often supply inferior articles. A few examples of this have already occurred in our county. Another consideration of weight exists in the important stimulus afforded to trustees by the encouragement of the 100 per cent. addition to remittances, the loss of which would be seriously felt. In conclusion, my experience of the working and results of the Depository are favourable to its continuance, and my deliberate conviction is that it would be a grave mistake to throw the very difficult and important duties it discharges open to public compe-

tion. Some few individual booksellers and agents might gain by such a change, but the general interests and welfare of the youth of Ontario would be seriously compromised. I believe education needs all the fostering care and encouragement that it is possible for our enlightened Government to provide for it.

J. J. Tilley, Esq., Inspector, Co. Durham.—Before replying to your circular, I consulted the teachers of several Schools in which prizes are regularly given, and of those for which libraries have been provided. In every instance entire satisfaction was expressed with the *kind* of books furnished by the Depository, and with the price, and the desire was also expressed that Government aid might be continued. That the present system of supplying Schools with books, maps, and other school requisites has been found satisfactory and profitable, is clearly shown by the increase of purchases. In 1868 the value of maps, books, &c., purchased from the Depository for the Schools in this County was \$355 84, and the number of prize books, 833. In 1871 the amount of purchase was \$721 48, and the number of books, 1701, an increase of over 100 per cent. in three years. The maps furnished by the Depository are distinct, durable and cheap. Four years ago a travelling agent for maps, succeeded in supplying about twenty of our Schools with a map of Europe and America, at a price higher than that charged by the Depository for a superior article. There is now scarcely a School in which the map is not entirely worn out. If the present system of supplying Schools be done away with, it will open the door for unscrupulous agents to vend their wares, charging high prices and furnishing inferior articles. If the present wise supervision over the *kind* of library and prize books to be placed in the hands of our children be removed, it must not be expected that trustees will examine all the books which they may purchase for their Schools, and it will undoubtedly happen that books of a questionable if not a pernicious character, will be given as prizes to children, and will find their way into the libraries of our Public Schools.

James C. Brown, Esq., Co. Peterborough.—For some considerable time past a noisy class has been assailing the Educational Depository at Toronto, and clamouring for its abolition. After making extensive inquiries respecting it, and having repeatedly thought over the whole matter, I have come to the following conclusions :

1. In no other way could the Schools of the country be so well supplied with maps, apparatus, &c., of the most approved description, as by the Depository. Even in many of the most remote Schools are to be found maps and charts as good as those in the best Schools of cities and towns. The case would have been very different had the Trustees been thrown upon their own resources, and brought into contact with those whose sole aim would be to dispose of their goods at a profit. and who would in many cases have palmed off upon them old and worthless trash.

2. The book trade has not been injured by the Depository. That trade is at present in a more flourishing condition than it would have been had no such Depository existed. The increase of general intelligence necessarily acts beneficially on the trade. The Depository has contributed in no small degree to that increase, and so far has assisted the trade. The gain to the trade caused by the Depository—indirect it may be, but still gain—has been far greater than the loss.

3. If, however, it could be shown that the trade was injured by the Depository, it would still be unwise to abolish the latter. The interests of the general community are paramount. Those interests should not be sacrificed to the advantage of a class.

James H. Knight, Esq., Inspector, East Victoria.—With respect to the sale of maps apparatus, and books by the Department, I beg to say that I think the removal of the Depository would be a most serious blow to the Schools. I admire the honesty which supplies large and small buyers at all times at the same price. If trustees got the idea that some peddler would be round at some future time with cheaper maps, they would wait for the peddler indefinitely, and if they could get 5 per cent. reduction by purchasing a larger quantity they would wait till they had more money. Again, but for the present arrangement, we should probably see the walls of our School-houses defaced with such sheets as we frequently see in hotels and offices, men and animals, ships and houses ; one hardly knows whether to call them maps with pictures to them or pictures with maps to them. If it be desirable to have a uniform series of text books, it is equally desirable that the maps should correspond to those books, and that can be accomplished only by

having the preparation under the same direction. The same applies to apparatus. Too much care cannot be given to the selection of books for the young, whether for prizes or libraries. The labour is great in any case, but is much less in proportion as the quality increases. It would be impossible for trustees or teachers to select books from general stores and insure freedom from the pernicious, as can be done by obtaining the books from the Depository. An experience of fifteen years has convinced me that the selection of books when left in your hands is as satisfactory as can be reasonably expected.

H. Reazin, Esq., Inspector, West Victoria.—I have the honour to state that during an experience of twenty years in teaching in the Common and Grammar Schools of this Province, and in my subsequent experience as County Superintendent, and as Public School Inspector, I have had many opportunities of becoming acquainted with the system and its effects, upon which maps, apparatus, prize books and libraries were furnished by the Education Department to the High and Public Schools of Ontario, and as far as my observation has extended, I can only state that the effects of the system have been highly advantageous to the educational interests of the country. The true light in which this subject should be approached, appears to me to be the *educational interests of the children of the Province*, in comparison with which the *commercial interests* of a few individual booksellers sink into insignificance—and in this light no valid argument has been adduced against the present system. Even with the advantages of being able to obtain those very essential aids to teaching and mental improvement for half price or less, teachers and Inspectors find it in many cases difficult, and in some cases impossible to induce trustees to furnish their Schools efficiently. Without the wise supervision in the selection of a suitable class of literature for the youth of the country, and of proper maps and apparatus for the Schools, which the present system gives, there is reason to fear that their reading would partake more largely of the “dime novel” character, and that our present chaste and elegant School maps would soon assume more of the American pictorial style and appearance. It has frequently been my painful experience to notice that the very booksellers who complain of the Departmental system of furnishing a properly supervised class of prize and library books to the youths of the land, are themselves in the practice of selling American dime novels containing both profane and immoral language, to any youthful purchaser who may offer. My personal experience would lead me to predict that not one-tenth part of our Schools would be fully equipped with those very essential requirements but for this wise provision of our Legislature. Were I to suggest any change it would be in the direction of making those things still cheaper, or if possible entirely free to the Schools of the country. I have indeed already petitioned the Department, and joined in petitions to the Legislature in favour of having maps and apparatus furnished free to all new and needy School sections.

James McBrien, Esq., Inspector, Co. Ontario.—In reply to your circular, I have the honour to say, that after due deliberation I am unable to suggest any reform in the principles regarding the Depository of the Department, for they are judicious and well adapted to the wants and conditions of the people. They make ample provision for the diffusion of pure, useful knowledge among the masses, and shield every man's conscience from offence. They never move off the platform common to all creeds, &c. All the School authorities that I have heard speak of them have expressed their entire satisfaction with the fulfilment of their orders, being adapted to the different religious persuasions, nationalities and ages of the pupils. My own experience is, that higher intelligence and more exemplary discipline prevail in those Schools which have embraced the privileges afforded by them.

David Fotheringham, Esq., Inspector, North York.—In reply to your circular respecting Public School Libraries, I have the honour to state, that in the 81 School Corporations reported in my last report to the Chief Superintendent, there are 36 libraries with 6622 volumes. The School population is 11548. The number of individuals making use of the libraries was 558. The number of volumes read 3183. The average number of volumes taken out by each applicant is nearly 6, and the proportion of readers to the population is 1 in 21, or *four per cent.* The P. S. libraries in my district may be pronounced a failure. Few are provided and these are made little use of. The taste for reading must yet be developed, as it does not seem now to exist. A very general complaint I find to be that the works, though good, with which existing libraries

are supplied, do not meet the tastes of those for whom they are designed. It occurs to me that if Inspectors and others were required periodically to hand in a list of works which would supply this deficiency, selections could be made therefrom with advantage, and the Department could still exercise the essential function of protecting Schools from the introduction of improper works.

Donald J. McKinnon, Esq., Inspector, Co. Peel.—In reply to your circular, I have the honour to offer the following observations:—(1.) That I believe the practice which has hitherto obtained in this Province, of encouraging the establishment of public libraries and the provision of a proper supply of maps, apparatus, prize-books, &c., by a Government grant of 100%, to be highly conducive to the best interests of our Schools and of education generally. The knowledge that they can do so at half-price is doubtless a great inducement to many trustees to procure educational “implements,” which, because they did without them in their young days, (as they did without reaping and threshing machines) some people are only half persuaded their children can really need now. Prizes, too, would be much more seldom distributed, had they to be paid for in full out of the section funds. (2.) That if the Government grant were allowed on all School requisites purchased by the proper authorities, irrespective of where procured, or at what price, the trustees, who are generally men not accustomed to judge of the quality and value of such things, would be often imposed on, and worthless articles, such as Lloyd’s “Map of the U. S. Continent” (which by the way has already found its way into too many of our Schools) would be palmed off upon them by “free-trade” booksellers and agents. * It seems to me, therefore, that it would be impossible to continue the Government aid without some adequate supervision over the kind and value of the purchase on which the grant is allowed, and that it remains only to consider what kind of supervision would be at the same time most efficient and least expensive. It might, perhaps, be possible for the Department to publish a catalogue of maps, apparatus, and even library books, showing the price at which each article might be bought from any bookseller, and the Government percentage allowed thereon, the invoice having been certified to by some competent person, but this would entail an amount of labour and expenditure in all probability far beyond that spent on the Depository, and would, in my opinion, be much less satisfactory. In conclusion, I would give it as my not quite decided opinion, that the abolition of the Depository in connection with the Education Department would have a serious influence for evil upon our Schools generally. It is true that there are sometimes complaints, perhaps quite without foundation, that maps, books, &c. on the catalogues are often not in stock when called for, and are, sometimes, not procured so quickly as might be done by a private firm under the pressure of competition; and that when trustees and teachers visit the Depository to select books &c., they have not quite the same facilities for examining and choosing from the whole stock that would gladly be granted them elsewhere. But these objections point rather to the propriety of enlarging the stock and accommodation of the present Depository than to the advisability of entirely doing away with it. Indeed the truth seems to be that while many thoroughly appreciate the advantages afforded by the Depository, and many more are quite indifferent, there are almost none in this part of the country who are in any sense opposed to it. Before closing, I shall venture to offer a single suggestion, with much hesitation, however, as to its feasibility. It will be seen from my Special Report for 1872, that very few—say one in ten—of our teachers have even read any work bearing directly upon their professional duties. This is certainly much to be regretted; can it be remedied? The Depository supplies Normal School students with books &c. at half price, and the Government pays two-thirds the cost of books for Mechanics’ Institutes; might not teachers, as individuals and as associations, be afforded the same advantages in the purchase of strictly professional works, and would not the country at large be quite as much benefited as in the other cases mentioned? But even as things are at present, teachers are certainly afforded advantages at the Depository which they can obtain no where else.

James C. Morgan, Esq., M.A., Inspector, North Simcoe.—I have the honour to state, with respect to your communication concerning the Book, Map, &c. Department, that very general satisfaction is felt with its working, throughout this Riding, and that I know no

improvement that could be made in its management, except perhaps (specially in the case of a new and poor section) to grant the 100% on all sums under \$5 as well as over.

Robert Little, Esq., Inspector, Co. Halton.—In response to Dr. Hodgins' circular relating to the Depository Branch of our Public School system, I have the honour to make the following remarks :—Having selected for different Public School Libraries over 1,000 volumes from the Depository, and having also acted as a P. S. Librarian for nearly nine years, I attach the highest importance to the beneficial influence which a judiciously selected library exerts, not only on the minds of the pupils of the School, but on the adults of the section. I regard the establishment of a Public School Library *in every section* essential to the welfare of our system of education. A yearly addition should be made to it proportionate to the wants of the sections. When the number of readers is under fifty, trustees should be required to raise ten dollars yearly for the increase of the library. When the number exceeds fifty and is less than one hundred, one volume should be added for each reader. When the number exceeds one hundred, one volume for every two readers might be sufficient. In too many instances when trustees have procured a library, however small, they conclude that their duty in the matter is ended, whereas it is only begun. Instead of abolishing the Depository greater facilities should be given to its working. It is conceded that its establishment by the Department has fostered a desire for literature amongst the people. Evidence of this is so clear that even its opponents admit it. I observe that for every dollar's worth of books imported by the Department for the Schools, the booksellers import ten dollars worth for the public. Why restrict the sowing which yields such a bountiful harvest? Excellent books might no doubt be supplied to our Schools by other agencies, but I know of no system that could so effectually keep out trashy and worthless ones.

J. H. Smith, Esq., Inspector Co. Wentworth.—I have postponed sending in any observations on the subject referred to in your circular, until such time as I had completed my first visit to the schools of this county, and made careful inquiries concerning these matters, so that I might be able to give you, not only my own views but also a correct and reliable statement of the opinion of trustees and teachers in regard to the Depository system. The results of these enquiries are, that trustees and teachers have expressed themselves as being well satisfied with the present system, and consider it a great boon to our public schools. The reasons assigned by them are, that they are enabled, by the present system, to supply their schools with uniform sets of maps and apparatus; that they can obtain carefully assorted packages of prize books, and that libraries, suitable for their sections, can be obtained from the Depository for a moderate sum. Many trustees stated to me, that they would exceedingly regret to see the Depository system abolished, for, as they say, "if the law compels us to furnish our schools with maps, apparatus, library and prize books, it ought also to furnish places where they may be obtained." I therefore feel convinced that the policy of those who are actively engaged in carrying out the details of our present system, and of the friends of education generally in this county, is decidedly in favour of the Depository system. The Depository is now entering upon a new era in its most important work. Under the former School Act, the necessity of giving prizes, furnishing libraries for the school sections, and supplying suitable maps and apparatus, was brought under the notice of trustees, but not insisted upon to the same extent, as it is under the present Act. It is with no small difficulty that Inspectors are now able, with the present facilities, to secure such requisites as are essentially necessary for the management of our schools; and if these were done away with the difficulties would be certainly greater. The Depository system, if properly managed, (and the management is under government control) provides facilities for the diffusion of the recent improvements and corrections in maps and apparatus, and likewise acts as a guardian to protect the young from the evils of a trashy literature, by supplying them with library and prize books of undoubted value. I am of the opinion that the abolition of the Depository system would be a serious drawback to the advancement of our Public Schools.

M. J. Kelly, Esq., M. D., Inspector, Co. Brant.—In reply to your circular touching "the principles upon which Books, Maps, Apparatus," &c., have hitherto been supplied by the Department to the Schools receiving Legislative aid, I beg to submit the following observations: 1. I deem it almost superfluous now to offer arguments in favour of the establishment of Public, High School and Teachers' Libraries. Their importance has been long since conceded by the best and ablest men, and the necessity for such aid in the

diffusion of useful knowledge is becoming more evident to experienced educationists. In common with the great body of teachers of the time, I hailed with satisfaction the establishment of a Depository at Toronto, controlled by the Government, and under the immediate supervision of the Chief Superintendent of Education, for the supply, at greatly reduced rates, of such books, maps, and apparatus. The books and apparatus previously supplied for Township Libraries, School Libraries, and Schools, mostly by agents of large book establishments in New York, Rochester, and Buffalo, had been of a very inferior description, both as to binding and topography, as well as to general literary and scientific excellence. If any one is in doubt as to the accuracy of this fact let him examine the School Libraries throughout New York State and judge for himself. Besides, as their itinerant book-vendors were solely intent on making money for themselves and their employers, no regulations, for the proper management and preservation of the libraries were, as a rule, furnished, and the result was, that the books were speedily destroyed or lost. The books, &c., supplied by the Department have been of a very different character, generally obtained from British and Canadian publishing houses, and owing to the excellent rules prescribed by the authorities at the Education Office, they have been kept for years in a good state of preservation. From my long and varied experience in teaching in Ontario, both as a Public and High School Master, I have enjoyed exceptional advantages and opportunities of judging of the usefulness of School libraries as furnished by the Department in Toronto. I was in the City of Hamilton with Dr. Sangster, the founder of the Hamilton Schools, afterwards Head Master of the Provincial Normal School, when the Central School Library was furnished, and I remained long enough to note the excellent effect produced thereby, especially in the more advanced classes. The books, apparatus, &c., at that time procured, were excellent in every way. A few years afterwards, when Head Master of the Schools of the Town of Bowmanville, I was commissioned by the Board of Union School Trustees to select a library for the use of the Schools of that town. To the general excellence of the books and apparatus then obtained the people of Bowmanville will, I am persuaded, bear willing testimony. I have since, on many occasions, procured prizes from this Department and assisted in the selection of prizes and library books. I have also left the selection, not unfrequently, to Dr. May, or some other officer of the Depository, or at the discretion of the Department, and never had any sufficient reason to complain of the character of the books furnished. 2. I am familiar with the history of the opposition to the Depository during the last seventeen years. Little has been written or said about it which has escaped my observation. I read the Rev. Mr. Geikie's (a Toronto Bookseller) letter published in the *Globe* Newspaper, in 1858-9, I think it was—I have read the letters of others equally interested, I have read the *Globe* articles, and I have witnessed the periodical attacks which have since appeared in the same journal. I have never considered the arguments urged by any of these objectors against the maintenance of the Depository, valid arguments. That it has unjustly interfered with the "Trade," the "Trade Returns" disprove, the value of books imported into the Province now being nearly three times what it was twenty years ago. The further objection that the Depository creates a "monopoly" injurious to the regular trade is more specious than sound when all the circumstances are considered. The Government of a country ought to be solicitous about the general rather than the individual interest. It is surely one of the foremost of public duties to furnish the people with the means of education at the lowest practicable rates, and to see that the material furnished is of the best quality. 3. This duty has been, I conceive, faithfully performed, in so far as our Schools are concerned, by the Education Department, under the control of the Government. What care booksellers, generally, about the public good separate from their own? Their main object is gain. The education of the people is, with them, a secondary consideration. In my opinion, to throw open the right of supply to the booksellers, without let or hinderance, would have a most pernicious tendency and would inevitably lead to the introduction of an inferior class of books on science and literature. They enjoy now the principle of supplying all the textbooks used in the Schools, and that is as much as can be safely intrusted to them, the welfare of the young and the interests of the country being kept in view. I should, therefore, regard the closing up of the Depository by the Government as a public calamity and an act fraught with mischief to the cause of sound and useful learning.

John B. Somerset, Esq., Inspector Co. Lincoln.—I have no hesitation in saying, that in

obtaining maps and apparatus for our schools, there should be some means of protecting Boards of Trustees against agents, &c., who would impose worthless trash upon them for good school apparatus, and I cannot imagine any better plan to accomplish this than providing a regular Depository, where well-chosen apparatus of every description may be obtained at fair prices. As a proof of the necessity of this protection, I may state that I have observed in many schools of this county—a large map mounted on thick paper (not linen) crowded with names and badly out-lined—in short, proving on close examination, to be a huge advertisement for a travelling circus; yet trustees are found who pay for such trash, nearly double the price for which a similar map, well mounted, may be obtained from the Depository. From this, it is evident to me that, were there no regular Depository, trustees would be at the mercy of a host of agents with inferior wares and oily tongues, as they are in many parts of the neighbouring Republic. In the obtaining of library and prize-books, the main object to be kept in view, in my opinion is, the selection of works calculated to elevate the tastes and sentiments of youth, by giving them access only to standard works in English Literature, and could this be done, were the trade exclusively in the hands of the booksellers, I think it would be the preferable method: but until this is done—and I have heard no feasible plan yet propounded by the opponents of the Depository—there must be some means adopted to keep out of children's hands, the trashy pernicious literature of the day; so that, while the present system may not be without its defects, it is infinitely superior to no system at all, *i.e.* leaving it utterly to the decision of the purchasers what books to select, without check or supervision.

James H. Ball, Esq., Inspector Co. Welland.—In regard to the policy of supplying our Public and High Schools with Prize and Library Books, Maps and Apparatus from the Depository of the Department, I beg leave to say, that I regard the policy as a highly judicious one, and one that ought to be maintained as part of our Educational system. Among the reasons that lead me to entertain that view, I beg to submit the following: 1. In supplying our schools with prize and library books upon a wide range of subjects, it is of the utmost importance that these books be such as to influence in a right direction, the youth of our country. The supervision necessary to secure this end can be most effectually exercised by the Educational Department, only such books being selected as are suitable to the object in view. By this means, moreover, school authorities have a guarantee, that in sending to the Depository, they will receive only such works as are of approved character. It is also important that maps and apparatus for our schools be of the best description. The same supervision, therefore, is necessary in regard to them, and the same means, in order that it may be equally effectual. 2. My experience as to the nature of the books supplied from the Depository of the Department, an experience extending over a period of about twenty years, leads me to estimate highly the advantages of maintaining such a Depository. The books that have come under my notice in connection with our Public and High schools, have invariably been of choice character, well adapted to their object, and have always given great satisfaction. The maps and apparatus also bespeak a pains taking supervision, and an aim that the execution of the work in this branch shall be the highest order. 3. The advantageous terms offered by the Department as an inducement to school authorities, to supply their schools with prize and library books, maps and apparatus. Abolishing the Depository, therefore, and making it more expensive to supply them, could not but have a prejudicial effect upon our schools. Abolishing the Depository of the Department, moreover, I should regard as impolitic in regard to the development of trade, inasmuch as cultivating a taste for reading by means of prize and library books has an important bearing upon that question. And inasmuch as the Depository is maintained without entailing any expense whatever upon the Province, school authorities might justly regard it as a hardship to be compelled to purchase upon terms less advantageous than those offered at the Depository.

Richard Harcourt, Esq., M.A., Inspector, Co. Haldimand.—In reply to your circular I beg to state, that, for different reasons, particularly for those contained in your circular (Reply to objections, 3rd and 4th paragraphs), I deem the Book Depository to be an "essential" in our School system. I know from experience that, did we not get the 100 per cent. grant, I would have a great deal of difficulty in inducing trustees to purchase the requisite maps, &c. For a long time, I doubted the need of such a Depository, since it is just a question of indirect taxation; but the same point, as you observe, if carried out, would argue against the semi-annual Government grants.

J. J. Wadsworth, Esq., M.D., Inspector, Co. Norfolk.—In reply to circular asking my opinion regarding the Depository, I beg to say I am strongly in favour of maintaining the present system. From what I have observed during the past twelve years, as teacher and inspector, I am convinced that the Depository has supplied the Public Schools with maps, apparatus and prize-books much more *cheaply*, much more conveniently and much more judiciously than "the trade" would have supplied them. As to *cheapness* it is clear that the Depository can sell at lower figures than even the wholesale dealers of Toronto, for while the latter carry on business with a view to amassing a fortune, the Depository aims only at paying running expenses. It is plain, too, that by ordering direct from the Depository instead of through a local dealer, as it would be necessary to do were the Depository closed, the local dealers' profits are also saved to the School Sections. As to *convenience*, the present system is unrivalled. It would, I imagine, be much more troublesome for trustees to visit, say, the county town, and there select from a limited stock, than it is to leave the whole labour of selection to the agents of the Depository. In the one case it would perhaps be a journey of forty miles—a day spent in an unpleasant and thankless task; in the other the mere mailing of a printed form. And why not send such a form to the local dealer? says one. This leads to the third point. The Depository can make a much more *judicious* selection than the local dealer. For the stock on hand is always larger than any private dealer could command. But could he not order from Toronto? He could, by referring to a catalogue—a poor guide. Besides, would a dealer, as a rule, order from Toronto while any books that would "do" were on his shelves? I believe that the local dealer, as a rule, would not send so good a selection of books as are sent by the Depository. Again, could we trust every local dealer to select books for our libraries, &c.? Would they be books of the right stamp? The aim of every merchant is not to sell the best article but the most profitable one. I need not enter into this question fully. It has been amply discussed by the press. There is little doubt that "the trade" would fail in making wise selections. While giving them credit for as much conscientiousness as any other class of men, I should be sorry to see the character of our public libraries and of our prize-books left entirely to their discretion. There is another strong reason why the Depository should be sustained, viz., that if closed there would be a large falling off in the amount purchased. From what I know of the manner in which trustees are induced in many cases to send an order for books, &c., I am sure that if there be any additional difficulty thrown in the way of procuring them the purchases would be seriously diminished. In rural sections trustees will fill up a form with alacrity, whereas as I have said above, the necessity of dealing with some bookseller would appear to be a serious obstacle. Besides, the Depository, by diligence and good management, has built up a business reputation. It has established a sort of business connection from one end of the Province to the other. Every trustee knows precisely where and how books, maps, &c. may be obtained. But if the claims of various rival local dealers have to be considered, the "pros." and "cons." will have to be discussed, then will be deliberation. The simple *carte blanche* to the Depository is by far the best means. Again, I hold it is absolutely necessary for the Government to continue for some years to come the plan of granting 100 per cent. on all remittances for books, &c. This has been done to encourage trustees to supply their Schools with what a modern School requires, so that a trained teacher may not find himself without the machinery wherewith to work in the way taught him at the Normal School. The time for discontinuing this encouragement has not yet come. The Inspectors state that in several counties hardly a map is to be found. In this county, old as it is, apparatus is very rare, and libraries are to be found in but 17 of the 103 sections. If a love of knowledge, a love of reading, is to be fostered among the people, it will be necessary for some time yet to extend the helping hand to all sections willing to meet it half-way. As for the cry that the rights of the book trade are being interfered with, I must say I never heard a more audacious misstatement. The Government has as much right to supply the needs of its Schools as a private teacher has to supply his pupils with stationery or books. The Schools belong to the people collectively, and the people collectively have a right to the cheapest and best supplies they can obtain. If they choose to import or manufacture for the Schools it is their undoubted right so to do. And that they are wise in so doing it is clear, from a consideration of what would follow if the Depository were closed. One or two Toronto firms would monopolize the whole business. The local

dealers would be subject to whatever arrangements of prices these firms might determine upon. If the business were so extensive as to induce keen competition among importers and wholesale dealers this objection would be less forcible. But it would not be so. The business is a specialty. If any firm went into the line it would be necessary to keep a large stock. And one, or at most two, firms would do so, and engross the whole business. For all these reasons I trust that for some years to come, at all events, the Government will sustain the Depository.

William Carlyle, Esq., Inspector, Co. Oxford.—In reply to your circular respecting the Department furnishing Schools with library books, apparatus, &c., I have the honour to state—1st. My own experience enables me to state that the articles supplied are satisfactory, both as to cost and quality; 2nd. That the only parties agitating for a suspension of this function of the Department are such as are directly or indirectly interested financially in the change. 3rd. Trustees do not ask for a change. In this county a bookseller issued petitions among trustees for signatures, asking the Legislature to give the matter over to the trade, and to make the usual Government allowances to the School Boards. In many cases the trustees came to me with them. I did not hear of one being signed. 4th. In case the selection is left to trustees and the trade, such articles will be urged upon the attention of trustees as yield the best profit, to the sacrifice of uniformity and every other consideration.

Thomas Pearce, Esq., Inspector Co. Waterloo.—In reply to your circular I beg to say, that for thirteen years previous to my appointment, in July, 1871, to the office of County Inspector, I was actively engaged in teaching in the Berlin Public Schools. During that time I was eye witness of the distribution of several hundred dollars worth of Prize Books and scientific articles: I also had the opportunity of seeing a large amount of money expended for maps and apparatus. These articles were invariably procured from the Depository of the Department, and I must say, I never heard a word of dissatisfaction expressed, except by those engaged in the trade, or their friends. While a teacher, I looked upon the Depository as one of the greatest boons that our Educational system conferred upon us; and since I became Inspector and had an opportunity of becoming better acquainted with its working generally throughout the County, this opinion has been greatly strengthened. As far as I can ascertain, the question is agitated by interested parties only, and I do sincerely hope that our Legislature, in its wisdom, will calmly consider what the probable consequence would be if the Depository were abolished.

A. D. Fordyce, Esq., Inspector, No. 1, Wellington.—I would beg leave to state in reply to the circular issued by Dr. Hodgins, in reference to the Education Department supplying Library and Prize Books, Maps and Apparatus to the Public and High Schools, that I have ever considered and do yet consider the Depository a valuable section of the School Department. With me it is not a subject of doubt but of strong conviction, that School libraries have come into existence in the majority of instances solely through the means of the Educational Depository. It is true that the book trade in this Province has attained to such dimensions, now, that there is no difficulty in procuring any work that may be required. But School libraries cannot be got up as cheap from the booksellers as from the Department. I have had frequent opportunities of testing this fact from collections of prize books distributed in Public Schools, obtained from the local booksellers, where the prices were made as low as possible. In the technical language of the merchants, the profits were cut very fine, yet these books were not as cheap as the same kind procured from the Department, where they had the advantage of the 100%. Besides, in such collections of prize books I have often observed a number of works that were worthless trashy things, where the only object in view by the seller in disposing of such was commercial gain. I cannot conceive how it would be possible for the trade to supply the Schools as they have been or should be, with maps and apparatus. I cannot express my mind upon this division of the subject better, than by heartily and earnestly endorsing the note on page four of the circular containing the four reasons why the trade is incompetent to take the place of the Depository in supplying our Schools. From my lengthy connection with the working of our Public Schools, I am decidedly in favour of the Depository Department still being continued, at least so far as maps and School apparatus are concerned, and also works on education.

Rev. James Kilgour, Inspector, No. 2, Wellington.—I have to acknowledge receipt

of your letter respecting Public School libraries and prize books. I am obliged to you for reminding me of the subject, as it had been lost sight of owing to other work, and a desire carefully to examine the facts pro and con contained in the circular. My mature opinion is what it has always been, that by the facilities afforded by the Department for procuring libraries and prize books, a very great boon is conferred on the Schools of our land, and other Institutions which are treated on the same terms which I can only regret that they do not all avail themselves of. I consider the restriction which is meant as a guarantee for the exclusion of improper books is one that is highly necessary, and that the idea that the same works can be procured on equally favourable terms elsewhere, or equally good works, can only be very exceptionally correct, and that, taking one book with another, on the assumption that such may occasionally be the case, it would not hold good. Without minutely entering into the arguments used in combatting the assertion of injustice to booksellers and publishers, I would simply say that these arguments appear to me to be reasonable and satisfactory.

William Ferguson, Esq., Inspector, South Grey.—I have the honour to acknowledge the receipt of your circular referring to the "Educational Depository," and in reply beg leave to remark: I have been intimately acquainted with our School system for twenty years, viz., since my appointment as Local Superintendent in 1853. I have observed with very great interest the establishment of the Depository for the supply of maps, books, apparatus, &c., &c., and noted with great satisfaction the benefits which it has continued to confer by the facilities it affords to the School authorities. In the course of these years I have had many opportunities of conversation with intelligent parties of different shades of political and religious belief, interested in the educational questions of the day, a very large majority of whom appear to regard the Depository and its management with great satisfaction. Indeed, except during the first years of its establishment, almost every reference to it indicates great satisfaction.

William Alexander, Esq., Inspector Co. Perth.—I have to state in reply to your circular referring to certain objections that have been urged against the policy of supplying schools with maps, apparatus, prize books and library books, from the Depository of the Department, that my experience convinces me that the policy of the Government in encouraging the furnishing of schools with suitable maps, apparatus, libraries, &c., has been a wise one; and in giving effect to this policy, I believe no better plan could well be devised than the present Depository plan. No friend to educational progress, I think, could suggest that this generous government aid to schools should be discontinued, but some difference of opinion might exist as to how this aid should be given. Already two ways are adopted by the Government in aiding the establishment of public libraries—the depository plan, and the plan adopted in regard to Mechanics' Institutes. Some experience of both these plans decide me in the opinion that the former has been eminently satisfactory, all the government grant being devoted to its intended object, and that the latter has been extremely unsatisfactory in its results; in some cases not one-fourth of the government grant being devoted as intended by law. It is not my intention to urge all the points raised by the objectors to the present policy, but to give my own opinion. I have reason to know, I am firmly of the conviction, that to do away with the Depository, as proposed by some, would very seriously affect the very desirable end; that those who have the management and supervision of schools have been aiming at for the past few years, viz.: the supplying of all our schools with the requisite means of instruction. I know that the abolition of the Depository would give great dissatisfaction to school officers, and would be decidedly unpopular with the people. They would be slow to see that the failure of a few booksellers, to become rich out of the sale of maps, apparatus, &c., to schools, should be a matter of grave importance or national concernment. They would be unwilling to believe that a government policy should be shaped so as to serve the interest of a few rather than the public good. I believe it is admitted, by the objectors to the present system, that in the infancy of the school system, the Depository was needed, but they now contend that the necessity for this establishment no longer exists. I would ask, who are to judge whether the Depository is any longer necessary or not? Those who are anxious to profit by selling maps, apparatus and books to our schools, or those who have to supply the ways and means? The latter, I believe, should be the judges, and from observation and inquiry, I am satisfied that they are ready to pronounce a verdict in favour of re-

taining the Depository on its present footing. The objectors assert that the Depository is an expensive burden on the Province, but I can assure them that the people fail to see how, making them pay two and one-half times as much for school requisites as they do now, would in any way lighten the burden. The establishment of the Depository was a necessity, the good it has done can scarcely be estimated; to-day it is as necessary and as useful as it ever was, and it would be a matter of much regret to me, if the government would yield to the importunities of an over anxious few, and in the least, lessen its powers, or impare its usefulness.

J. R. Miller, Esq., Inspector, South Huron.—In reply to your favour requesting the result of my experience and observations with reference to the Departmental Depository, I beg to state, 1st: That, during the ten years of my experience as teacher in the Public Schools, prizes, received from the Department, were distributed annually. When not in a position to select for myself, I requested that the selection be made by the Department, merely stating in my application that I required certain numbers at stated prices. The trustees and myself have invariably been well satisfied with the selections. In 1872, William Young, Esq., Reeve of Colborne, gave me \$25 for the purpose of giving prizes at a competitive examination of the Schools in the Township. Application was made to the Department, \$50 worth of books were sent, and all interested were highly pleased with the selection made. (2.) The libraries throughout my district are generally well read and highly appreciated, but on account of increased expenditure in providing increased accommodation, enlarged sites and apparatus, the libraries have not been augmented, but when these are secured, as they will be during the present year, then the libraries will be attended to. There can be no doubt in the mind of any reasonable person as to the great benefits derived from the literature disseminated throughout the country by means of the School library and the prizes distributed annually in our Schools. The people are being imperceptibly educated by these means, and if they are taken away, the taste for home reading must necessarily die out in many families, as the only sources of supply will be cut off. In a new country like this many people cannot afford to buy books, many more do not care to buy, but when they are forced upon them through their children, they will and do read them, and thus a taste for reading is created and cultivated, and of course results in great benefits to society at large. (3.) The check given by the Department in excluding questionable literature, is most salutary, and if a similar oversight could be secured in the selection of our Mechanics' Institutes and other libraries, our young people would enjoy scientific, historical and other works calculated to prepare body and mind for the duties of life, and we should not have to deplore the present age of dime novels and yellow-backed trash, which have such a powerful influence for evil. The taste for such reading is daily increasing and the result in many places is that the very best books in the library are scarcely or never touched, while worthless nonsense is swallowed down with avidity. (4.) Booksellers, in many cases, assure us that the 100% granted by the Department is all a sham, that they can sell books as cheaply as the Department. My experience goes to prove the contrary. I have applied the test of asking the price in the book stores of books similarly bound, the same subject and similarly bound, with a result in favour of the Department of from 10% to 30%. They cry out against a monopoly, while they are striving to create a form of monopoly that will entirely exclude thousands from the benefits of useful and wholesome literature. I think to do away with either the Library or Prize Book Depository would strike a heavy blow at our excellent Schools, and, at the same time, I think it will not secure an increase of revenue to those who so anxiously desire its overthrow. (5.) To close the Map and Apparatus Department of the Depository will at once very seriously injure the working of our Schools. We gain in uniformity by having the supervision of one head; if we have many we will go back to the days of 20 years ago, when every teacher had a particular preference for the work of certain publishers. Uniformity of text-books has been secured after long years of hard struggling, and it would be a thousand pities to destroy that uniformity by taking away the very means that brought it into existence. Uniformity of work, uniformity in text-books and uniformity in maps and apparatus of all kinds are essentially necessary to success in the School-room. If we can gain these, then, the frequent change of teacher will not so much influence our Schools under the present mode of inspection as in the past, and, as a consequence, our pupils will leave the School-room thoroughly fitted to perform

the duties of life. In conclusion, I may state that I have been frequently compelled to explain that the Department has nothing to do with the text-books in our Schools, further than to see that each publisher brings his work to a required standard of excellence. Many believe that all the books emanate from the Department, and that it has a profit on such. I think a few words of explanation in the "Journal of Education" would do much to remove this false impression. I may also state that, after consultation with a large number of teachers, while I find very few who think that a scheme could be devised and who would be in favour of handing over to the "Booksellers" the Library and Prize Books, all maintain that to abolish the Map and Apparatus Department would be a serious calamity.

Archibald Dewar, Esq., Inspector, North Huron.—In reply to your circular respecting the Educational Depository, I have the honour to state that I have always considered it a great boon to the youth of our Province and that, from what has come under my notice during the past two years, I am now more deeply impressed with its importance and usefulness than ever. Our Public School libraries are few in number and small in bulk, compared with what they really should be, and were the Educational Depository abolished, they would be fewer and smaller still; and all guarantee that nothing but a pure, wholesome and suitable literature would find its way into our Public School libraries be at an end. The various objections urged against the Depository, were I able to see their pertinence, would weigh very little with me as compared with the only way in which, as far as I can see, any efficient control can be exercised over the character of the literature to be circulated among our youth, in the shape of School libraries and School prizes, especially when it is taken into consideration that so many of the trustees leave the selection to be made when the books are procured. It is not necessary that I should refer, in detail, to the various objections urged against the Depository, as what I have already stated is quite sufficient to settle the matter, so far as my opinion is concerned, at least; until I have good evidence that every man engaged in "the trade" will be likely to exercise the same care in the distribution of literature free from anything of a doubtful character, that the Council of Public Instruction has hitherto done. To grant a monopoly to one or two reliable booksellers would be deprecated all over the Province. The Educational Depository has done the country good service in the past, is doing so now, and will, I trust, be allowed to continue doing so in the future, all grumbling to the contrary, notwithstanding.

Richard V. Langdon, Esq., Inspector, East Bruce.—I have the honour to acknowledge the receipt of a circular from the Department of Education, relating to the objections of some to the Depository. I am of the opinion that if this very important feature of our educational system be given up it will prove a serious blow to its prosperity. At different times I have had occasion to deal with the "Department" in the matter of prize books, maps, &c., and found the utmost satisfaction expressed by the trustees, for whom the articles were obtained. In every instance the books were carefully selected, so much so that it would be very difficult to make a better selection. There are but few School Libraries within my jurisdiction, and some of these are in a low state; but on enquiry I find this to be the result of carelessness on the part of the librarian, in not keeping a proper record of the names of parties receiving books. Several books are outstanding, and no one knows to whom they were lent. The interest that people would take in a properly managed library is thus destroyed, and the good effects lost. Objections are sometimes urged by trustees and others, against public libraries, on the ground that the interest once felt soon dies out, and books are either lost or lying on the shelves unread. This could be avoided by a more judicious management, and a careful record kept of every book. I recommend the continuance of the Depository for the following reasons: (1) The articles required for schools must necessarily be of a better class when selected by parties whose sole business is to supply them, than those supplied by persons who look only to profits. (2) I look upon the Department as the only safeguard against a corrupt literature. Agents would soon flood the country with cheap, but, to a great extent, demoralizing literature. (3) I see no force in any of the objections urged against the Depository which, in my opinion, is a proof that we require no change. (4) The circulars issued by the Chief Superintendent, and containing information relating to the Depository

are so full, that any one giving them a careful perusal must acknowledge the wisdom of introducing so important an element into our School system.

J. C. Glashan, Esq., Inspector, West Middlesex.—I have delayed answering your circular that I might make during my School inspecting visits a thorough examination of the effects of the Depository trade. Thus I am able to speak not from vague opinions based perhaps on prejudice, but from opinions based on facts, or on the evidence of witnesses *specially examined* on the subject. *Maps, Charts and Apparatus.*—Of the maps and charts a sufficient supply fit for School use cannot be obtained from booksellers, and even such as can be obtained are suited rather for private offices than for Schools, witness Tremaine's map of Ontario, of which there are several in the Schools of the division hanging useless besides the Depository map obtained at a later period. Again, if left to purchase anywhere trustees will be troubled and many of them gulled by unprincipled *agents* for maps made to sell. Just before my appointment one of these so called agents went round with a highly coloured double map of Europe and America. The specimen he carried with him was well finished, I am informed, and mounted on strong canvas. On the strength of this specimen, he was backed up with any amount of orders, which were filled with an almost worthless map wretchedly mounted on paper, and within a year not one was fit for what *little* use could at first be made of it. If the Depository be abolished far fewer maps, few enough now, will be bought on account of the enhanced price that will have to be paid. Trustees rightly reason that if they pay the 100 per cent. in taxes, those taxes will not be lightened because of their ceasing to receive back an extremely small fraction in the shape of a premium on their maps and book purchases. Another means of expenditure will immediately arise and the community will simply lose the 100 per cent. Of apparatus it is sufficient to say that not even a numeral frame can be purchased in Strathroy. Where sales are few and distant in time (and they would be divided up among the smaller booksellers), high rates of profit must be charged. Apparatus would cost double or treble the present price.

Compare the prices of scientific toys, for prizes, charged by the Depository, and those charged in our shops. The arguments in favour of the Depository sale of maps apply with almost stronger force to the sale of prize books. The mass of rural School trustees are not readers, especially readers of books for children, the consequence is, if the teacher cannot make the purchase, books are bought for their bindings, or for their illustrations, or because they *yield a large profit*. True, Sunday School libraries are sometimes bought and distributed in prizes, but these should be given from the Sunday School; the Public School should take a wider scope, religious books being only one kind. Man was made to *work* as well as *worship*. But why should not the teacher always select? Certainly the hurried choice of a girl of sixteen or a boy of eighteen, with but little reading beyond that of school books, will be imperfect. Were the Depository done away with, and were the demand to lead booksellers to keep supplies, it will not in a year or two make our trustees and teachers competent to select to the best advantage. And this applies to the very sections most in need of this cultivation of reading tastes. Where trustees are quite capable of selecting prize books to the best advantage, in towns for example, there is generally least need of them so far as reading is concerned. In respect of libraries, the witnesses I examined were more divided in their evidence. On examining the testimony, the general opinion was decidedly in favour of the system as almost the only one that will generally establish free School Section libraries, but there was an almost universal complaint about the kind of books. One half is made up of excellent works which are highly appreciated, the other half consists of treatises written by men who had read *better* works and attempted to re-write them from memory. Many of them are works on Agriculture written in a dry repulsive style, describing operations and machinery out of date or wholly unsuited to our climate or to the capital of our farmers. It must be remembered that there were libraries fifteen years ago. Without the Depository I doubt whether professional libraries can be commenced or sustained; certainly the hope of assistance from the Depository had great influence in aid of the movement at present on foot here to establish such libraries. There have been no sales of professional books to teachers in this division.

The only residents who speak from *knowledge* are ex-students of the Provincial Normal

School. Objections may be taken to the evidence of these as interested parties ; such as it is, however, it is wholly in favour of the Depository. Many most valuable books were purchased and read that would not have been so but for the Depository. These must have had no small influence on the teaching of these students. To sum up, while there is on some points dissatisfaction with the Depository, as there will always be with everything human, there is much stronger feeling in its favour, and that, too, with reason. Trustees have enough to attend to without suffering from the frequent and persistent importunities of drummers and agents, too often sharpers, that would flood the country were the Depository abolished. The above contains the evidence collected, and the opinions formed thereon by one nowadays biassed in favour of the Depository, but who purchases from *the trade* all the professional as well as other works he needs.

A. F. Butler, Esq., Inspector Co. Elgin.—From an experience of twelve years in this county as Teacher, Local Superintendent and County Inspector, as well as from the united testimony of trustees and teachers, I am firmly of the opinion that the abolition of the book and map Depository would be nothing less than a *great public calamity*. The material of learning, now annually distributed among the people, would be at once greatly diminished ; and since, from the nature and variety of the articles used in the schools, it is not likely that more than a very few booksellers would keep all these in stock, a *real monopoly* would at once commence. The present aid and facilities for obtaining maps, apparatus and prize books, have been to the schools here the right arm of strength ; and should the question of cutting off the source of supply in its present form come before Parliament, I shall feel it my duty in their best interest to circulate petitions, and thus secure, if possible, against it, the votes and influence of our own local representatives. I may be allowed also to state, that since observing last winter, from a remark by the Premier of Ontario, that the step mentioned is in possible contemplation, I have, on many occasions during public lectures, brought the subject before the rate-payers, and that their verdict has always confirmed the views here expressed.

E. B. Harrison, Esq., Inspector, Co. Kent.—In reply to a circular received from the Department, I have the honour to state, that with the exception of some two or three trustees, who, some years ago, were not satisfied with some prize books which were thought to be small and not well bound, I am not aware of any complaints being made against the Depository of the Department. I have seen in some libraries, books that were not judiciously selected by the parties concerned, when the ability to comprehend them on the part of the readers was taken into consideration. About five or six years ago, a bookseller, wishing to increase his business, stated that he could supply the Schools in this County on the *same terms* as those offered by the Department. I made it my business to enquire into the matter. I found that books ordered from England would cost as usual, about fifty per cent. in Canadian currency more than the retail price in England, but any British work in *his* store could be obtained for as many Canadian shillings as its retail price was in British shillings, but the additional one hundred per cent. could not be allowed. I informed him that with his trade as a bookseller I had no desire to interfere, but if he attempted to impose on our Boards of School Trustees, by making false statements, he must not be surprised if I, as a Local Superintendent of Common Schools, would take every means in my power to expose him. Everywhere I have heard both trustees and teachers express themselves as highly satisfied with the Canadian series of maps. Occasionally single maps of Canada, &c., have been sold to them by peddlers, but a trial of them in the School-room soon convinced teachers and trustees that for Public School purposes those furnished by the Department were superior. I have frequently recommended to teachers works on teaching, school organization, &c., &c., and have invariably found the prices charged by the booksellers were higher than the prices on the Catalogue of the Department. Sheldon's Manual of Elementary Instruction and his Lessons on Objects cannot be obtained separately. I am informed that they are sold together for \$3 50 ; at the Depository they can be obtained for \$2 38, or separately at \$1 20 and \$1 18. As the Educational Depository has given general satisfaction since it was inaugurated to those connected with our Public Schools, and as there is no other way that I can conceive by which proper vigilance can be exercised on the kind of literature which might be introduced into our Schools, and by which suitable books, maps and apparatus can be obtained at reasonable prices, it would, in my opinion, be not only a grave

mistake but a crime to abolish it. Our Schools would be exposed to unscrupulous publishers and their agents. If the Educational Depository should be abolished, I trust that no Legislative grant will be given to Public Schools to aid them in the purchase of either library or prize books, but the money be applied to aid in the erection of approved School-houses, or to assist in the payment of teachers' salaries.

George W. Ross, Esq., M. P., Inspector, No. 1, Lambton.—In reply to your favour requesting the result of my experience of the Book Depository of the Ed. Department, I have the honour to state that my observations have never led me to find any objections, either to the character of the books sent out by the Department or to their effect upon the public. On the contrary, I am bound to say that I believe many Schools have been benefited by the inducements which the Depository affords of getting a supply of books at least nominally 100% cheaper than those furnished by the trade. I am also of opinion that in many cases township libraries have been established, that would not yet exist, were it not for the inducements offered. And I am quite sure that the two branch Associations of Teachers in my division have largely benefited by the supply of books furnished us less than a year ago. I have never had any fault to find personally with the Depository. I don't think it would be well yet to do away with it. I think it really serves a good purpose and not till the country is better supplied with facilities for getting a good, cheap and wholesome literature (if then) should the Depository be dispensed with. I believe the money spent by the Government in stimulating trustees and others to avail themselves of the benefits of good maps, apparatus &c. to be well spent, and so long as I believe it has the desired effect, so long will I rest satisfied with the existence of the Depository.

John Brebner, Esq., Inspector, No. 2, Lambton.—In reply to your circular in reference to the Depository for the supply of books, maps and apparatus for the use of Schools in Ontario, I would say: until those who propose to do away with the means now so fully, cheaply and uniformly providing for the requirements of our Schools, can propose some plan less open to abuse and more likely to prove efficient than any I have yet heard of "Let well enough alone." Many appear to forget that the Depository was not established either to benefit or injure "the book trade," but for the good of the public at whose expense it is maintained; and that so long as it furnishes fit and proper books, maps and apparatus as cheaply as the booksellers, every means should be used to strengthen the hands of the Department, for only by having the School requisite pass through the Depository, can it exercise effectual control over the class of books furnished for prizes and libraries. From what may be seen in many sections of the country, any one can satisfy himself if he will, that he would have strange, not to say bad, books circulated at the public expense, and maps, *e.g.*, "Lloyd's American Continent in 1900," utterly unfit for use in our Schools except as a means of rooting out everything like patriotism.

Theodule Girardot, Esq., Inspector No. 1, Essex.—I have the honour to state in reply to your circular that I am convinced that the books, maps and other apparatus, as now furnished by the Department of Education, are of great benefit to school sections; for the following reasons: (1) The Department acting under the direction of the Council of Public Instruction knows better what suits the schools than any body else. (2) Many School trustees would hardly agree to provide the necessary apparatus for their school, if they were not receiving the 100% from the Government, and I am really afraid that if this state of things should cease to exist, that I would have great trouble to compel the School Sections to provide for their Schools the objects in question. I fully approve the reply of the Department to the objections mentioned in your circular.

Jas. Bell, Esq., Inspector, No. 2, Essex.—Allow me to make a few general remarks on the subject of the assistance afforded by the Department to the Public Schools in providing library books, maps and prize books. The objections stated appear to be satisfactorily answered by the replies printed in the circular. It may also be said that the assistance above mentioned is almost necessitated by the consideration that unless the necessary means of following up the primary instruction received in the Public Schools are provided, the public money already expended will in some measure be thrown away. The art of reading, for example, would be a barren acquisition if not followed by practical application in after life. No doubt, books might be purchased by trustees from private

traders ; but no one can doubt, that in that case, the number of Public School libraries would be very limited indeed. It is also of great importance that the books put into the hands of children should be judiciously chosen. That essential object is best attained by selection from a collection into which no bad books are allowed to enter. Reading books of an objectional nature has probably the same evil influence on the minds and character of young persons, as falling into bad company. The Government and the Legislature assume a parental attitude towards the youth of the Province, and the effort to direct the attention, and guide the taste of the young in the selection of suitable reading matter, is only a judicious carrying out of the same principle. And indeed, nothing can better further the interests of those trading in books, than thus imbuing the youth of the country with a taste for reading. Sir Humphrey Davy says, "A taste for reading may be justly considered one of the most valuable possessions any one can acquire," but I think that taste is seldom acquired from school books alone. Some persons of sensitive temperament have unpleasant associations connected with school books. An eminent physician, one also well acquainted with the literature of more than one language, has told me that he cannot read a book which has the outward aspect of a school book, especially of that peculiar style which prevailed at the time of his scholastic experience. The reading of school library books is a voluntary act, and not followed by any unpleasant consequences of that nature. On the contrary, as far as my experience extends, the books are eagerly sought after by the more advanced scholars, both on their own account and on that of their brothers and sisters at home. No more pleasant scene can be witnessed than the pupils of a Public School applying to the teacher, on the prescribed day, for the library book. It is gratifying to see the eagerness and pleasure with which the desired book is received, and the look of disappointment, when the coveted one has been taken out by some one else. In one township within my circuit, the township authorities at various times, have granted twenty dollars for maps, &c., to any School which applied for the same ; till now, fourteen of the Schools have been thus supplied. The township is Colchester. I feel quite certain that but for the Government aid no such grant would have been made—and the majority of the Schools would have been without maps and globes, for the greater number of the School sections are poor, and I find it very difficult to prevail on the trustees in many cases to provide comfortable accommodation for the Schools. I have also been successful in prevailing on the several councils of all the townships within my circuit, to furnish the necessary funds to provide the tablet cards for all the Schools within their respective townships. This also was done on account of the aid from the Department. I have once heard a very judicious remark made on the general subject by the late Mr. Brown, father of the Hon. George Brown. He said, "The Legislature should be very liberal in fostering the Common Schools. There is less need of assisting the upper classes to educate their children. They can afford to pay for education, and their children will be educated at any rate—but Common Schools cannot be supported without Government assistance." It surely is unreasonable to object to the amount appropriated for the use of the Public Schools, even including the sum voted for books, maps, &c., while such large amounts are paid to the High Schools, the benefits of which are not generally enjoyed by farmers, but by the rich inhabitants of the towns and cities, who can better do without Provincial aid, than the inhabitants of the thinly inhabited townships.

Rev. James Porter, Inspector, City of Toronto.—I received a copy of a circular, signed by Dr. Hodgins, Deputy Superintendent of Education, respecting the policy of supplying the Public and High Schools of the Province with library and prize books, maps, apparatus from the Depository of that Department, accompanied with a statement of the principles on which those articles are supplied by the Department to the Schools receiving Legislative aid, and with other information on the subject ; and inviting such advice regarding it as, in the interest of the Schools, I may be able to offer. I have carefully read the statement of principles and the information referred to, and have been in the habit for many years of reading whatever I have met with that has related to the questions they involve. The principles which seem to me appropriate to that question, and the conclusion to which they have conducted me, are the following :—The proper province of civil government is the protection of the persons and property of those for whose benefit it exists. Such protection cannot be adequately afforded, unless children and youth be rightly educated and re-

strained. 2. The education and restraint of youth devolve, in the first instance, on their parents or guardians ; but when these private persons neglect to discharge their duty, the public welfare, which is the highest social law, requires that the State shall protect itself by means of public education and discipline. By common consent, through representative institutions, a Public School system involving instruction, training, and in some cases restraint, industrial teaching, and even penal and reformatory treatment, may come into existence and be permanently maintained. All that is necessary to the attainment of these objects will, of course, be conceded ; but, as human nature is constituted, there will always be presented to those whose duty it is to organize and administer such a system, a temptation to undertake more than it really demands. What may be, under certain circumstances, temporarily useful may thus come to be considered as generally and for ever expedient, even if not regarded as absolutely indispensable. Another important principle is thus suggested, namely : That the power of civil government should not be exerted beyond the boundaries of its proper province. One tendency of governments is to over govern. The good of the people is so admirable and amiable an object that its pursuit may often be engaged in to the oblivion of the people's rights. Every thing apparently desirable and important in this world at least may become the subject of legislative provision, on the ground that it is for the good of the people ; and food and clothing, education and medical treatment, as well as trade, commerce, and transit, and all the ordinary accidents of human life, may be dealt with according to law. It may be well to legislate for uniformity of text-books in Schools partly supported and therefore inspected by the State, and it may have been well to make provision as was done first in the State of New York in 1835, and in Massachusetts in 1837, for Common School libraries, but the best method of procuring such libraries may be and still remains a question. Intelligent practical educators may be glad to inspect any description of books and plans and models which relate to their business, but may at the same time desire to be free to purchase such materials as they require, in an open market unaffected by either bounties or restrictions. It is well known that Dr. Fraser (now Bishop of Manchester) when he visited this Province a few years ago, both privately and publicly argued against the perpetuation in Canada of a provincial book and apparatus Depository, which he uniformly represented as unsound in principle and injurious in practice.* Dr. Fraser candidly admitted that a British precedent for such institutions had been set by the Committee of Privy Council on Education, which, however he affirmed had seen and acknowledged its error, and had freed itself from the incumbrance and opprobrium which that error involved. My own conclusions from the principles above stated are that as the earlier portion of the British precedent has been adopted in this Province on the not dishonourable ground of temporary expediency and assumed popular advantage ; so the latter portion of this precedent should now be followed, on the grounds of simplicity, broad and permanent expediency, and even on those of commercial freedom and equity. The imputation of unworthy motives to those who take either view of this subject may be very earnestly deprecated. Human motives, at least, are mingled, and men can scarcely be expected to fairly judge their own. Pecuniary greed is a very powerful motive, but not the only powerful motive to human action. A consciousness of social power and special influence, involving dignity and patronage, is not unpleasant to either an ambitious or a generous mind. But they who desire the abatement of what seems to them an injurious monopoly need not be

* *Note by the Chief Superintendent.*—Dr. Fraser was entirely mistaken in supposing that the Canadian system was that which had been adopted by the English Privy Council Committee on Education ; whereas the systems are essentially different. The Privy Council gave its sanction to text-books in the hands of private parties, who had the monopoly of the sale between them, charged high prices, and realized enormous profits at the expense of the public ; but the Council of Public Instruction sanctions no text-book for use in the schools without careful examination of it, and without having the printing and sale of it open to public competition—thus permitting no monopoly, and promoting both the improved quality and cheapness of each text-book published.

In England the Privy Council Committee supplied books and apparatus at certain prices, but through the agency of a publishing house, which realized large profits. In Canada the library and prize books are procured at the lowest prices ; the maps, globes and apparatus are obtained by tender, and furnished to school authorities only (not to private individuals) at half cost prices. Mr. Lingen, for many years Secretary of the Privy Council Committee of Education, was convinced of the defects of the English system, and warned me against it. I was, therefore, careful to avoid them in devising a system for Upper Canada, of which Dr. Fraser was not aware.

charged with the former, and they who desire the maintenance of, in their view, a public benefit, need not be charged with the latter.

Prof. N. J. Dupuis, Inspector, City of Kingston.—In reply to your circular, I would beg to state that I have a high opinion of the utility of the Depository. I conceive that it would be scarcely practicable to keep the Schools of the Province properly supplied with apparatus without the Depository; and I look upon the most of the arguments urged against its continuance as trivial and unwarrantable.

J. B. Boyle, Esq., Inspector, City of London.—In reply to your circular in regard to the furnishing of the Public and High Schools of the Province with library and prize books, maps and apparatus, I have the honour to state my views as follows:—

I have had some experience in the management of Public Schools, and for the last sixteen years we have had in connection with the London City Schools, a large and carefully selected library of some 2,000 volumes, on nearly all subjects. Every succeeding year furnishes additional proof, that the school library is a most valuable adjunct to our present system. In fact I can scarcely look upon a series of City Schools, properly graded, as complete without a public library in connection with the Central or High School, or both. I know of no part of a young person's education that requires a more constant and judicious supervision, than that which ought to be kept up over his usual course of reading. Our School system is designed and admirably adapted to develop the thinking powers, create habits of critical examination, and strengthen the power of continual thought. But experience abundantly proves, that, if left to themselves, our students in a majority of cases will indulge in a course of reading whose tendency is to counteract the effects of the training they receive in School. They will generally choose books that keep the mind in a state of excitement, beget the pernicious habit of reading without thinking, and in a short time the desire of improvement will give place to that of amusement. It can hardly be necessary, therefore, to point out how important is the exercise of sound judgment and nice discrimination in selecting the reading matter for our Canadian youth, during the period in which they attend school. We are at great pains in teaching them how to read, not as relates to the principles of elocution only, but so as to prepare their minds to elicit truth and detect error; and yet, if proper care be not taken in the choice of their reading, they will very soon arrive at that stage, when everything is pronounced dry that does not furnish a sensation, or some stimulus of an emotional character. This results too frequently in impairing the mental vigour, and eventually in destroying all relish for serious thought and intellectual pursuits. Then the aims of the Legislature have not been confined altogether to the domain of mind. The cultivation of public morality, patriotism, and literary taste has received that degree of prominence, which the importance of these elements in the formation of national character, would seem to demand. But the kind of reading to be found in many of our newspapers, magazines, and cheap novels, is but poorly adapted to impart principles of morality, beget and foster a love of country, and give us just conceptions of the beautiful in art or nature. Here again there is great need of the intervention of the wise and good, in guiding the young to a choice of such works as will meet the views of the Legislature on these points, and lay the foundation of a Canadian nationality whose citizens shall be distinguished by high principles and correct taste. It is my sincere conviction, growing out of the experience I have had in these matters, that a Public School library well stocked with books selected with care and judgment, is the best aid a teacher can receive in his efforts for the attainments of these ends. Books may be had in the Depository of all kinds from grave to gay, and in every case, I believe, exert a happy influence upon the formation of character, in some one or more of the elements to which I have alluded. They may be chosen of a kind sufficiently interesting and amusing, and at the same time written in a style so superior, as to afford excellent examples for improving the literary taste of the reader. Then, while instructing the young with sprightly narrative, or by adventures real or fictitious, carefully kept within the limits of the probable, a due regard may always be had to the cultivation of the moral sentiments and correct principles of action. If books of a suitable kind be not provided for the pupils attending our schools, they will undoubtedly supply themselves, and the careful, observant teacher will know the demoralizing character of the books they will select if no care be taken to guard their choice. But if we judge of the future from the

past, if we try to estimate what will likely be done without the aid and encouragement furnished by Government from what has been done under the 100 per cent. grant, I much fear *that* all the Public School libraries provided for the youth of the country will be so few as to produce no beneficial effects on the people generally. Of maps and apparatus it is surely needless to speak. Most teachers and inspectors are aware of the difficulty they experience in providing a proper supply for the Schools, even with the assistance and facilities which the Depository offers. How very few of the 5000 Schools in this Province are furnished as they ought to be with both ; and in cases where a pretty good supply of maps has been provided, how very seldom do we find the apparatus necessary to explain and illustrate the various branches of mechanical and physical science. Every experienced educationist knows how essential such apparatus is to the successful teaching of several of the subjects lately introduced into the High and Public Schools of the Province, and the difficulty that is experienced in rendering many scientific principles plain in the minds of the students without illustrative experiments. Now I have no hesitation in saying, that though the boards of trustees are slow in recognizing the necessity of providing their Schools with these requisites, yet without the aid lent by Government in this direction there is much reason to fear that a still worse state of things would prevail. A good supply of maps and apparatus, therefore, ought to be kept on hand at the expense of the State, and every encouragement given to their general introduction into the High and Public Schools of the country. I have never seen any objections worthy of notice to the State's rendering assistance in supplying the Schools with books and other requisites. Were it left to each board of trustees to buy maps, &c., where they please, and pay the full market price for them, a limited supply and inferior article would be the result. For the benefit of the country this business might still, with great advantage, be left under the control of the Department as at present. In regard to the usual objections urged against the "Government book-shop," as the opponents of the scheme are pleased to call it, I never could discover much weight. Booksellers pretend that it interferes with private enterprise ; but these gentlemen seem to forget that the Government, in training teachers at the public expense, and in paying a part of their salary out of the public purse, is guilty of a more fatal interference with private enterprise in the case of the teachers' profession. In fact it has already interfered with private enterprise in this branch of business, to such a degree that the teacher of a private school may be looked upon as a defunct species, and his occupation as one of the lost arts. But it is not long since the teachers of private schools out-numbered the booksellers ten to one ; yet those had to give place to the trained teacher in accordance with the ideas of a progressive age, and therefore if "the Government book-shop" be formed to meet any of the necessities of the times, the private trader will just have to submit. Still there is a question as to the extent to which the private trader supplies through the monopoly of the Government in furnishing public libraries. Does the old dogma of the economists, that demand and supply mutually beget and control each other, apply here in its usual simplicity ? Is mental food subject to precisely the same laws as those that govern the supply of corn ? In Britain for instance, given the number of mouths, and the amount of home produce in any season, and the complement in quarters that will require to be imported can be calculated to a nice degree of approximation. Can this be done with the supply of books ? The very reverse is the case. Granted the material wealth of a people to purchase, then the extent of the trade will depend almost entirely on the intelligence and education of the people. But we have already seen that Public School libraries, when judiciously managed, are themselves educators, or aids to education ; and, therefore, the greater the number of these libraries, other things being equal, the greater will be the general demand for books, and the greater the patronage an enlightened public will bestow on this branch of business. It seems to me then that the bookseller stands in his own light in opposing Government aid to Public School libraries. From as careful an examination of the whole subject as I am capable of bestowing upon it, I am led to the conclusion that the interests of education and the general progress of the country require a Depository of books, maps, &c., under the immediate control of a Government Department such as we have at present. It costs the country but a trifle, and this trifle is well bestowed in furnishing to our children at School a good class of books, in encouraging a taste for judicious reading, in preparing a good quality of maps,

and in seeing that these are used to the exclusion of all others, and in introducing into this country a style of School apparatus of various kinds, superior to that to which we were formerly accustomed.

Rev. H. J. Borthwick, M. A., Inspector, City of Ottawa.—I am in receipt of your letter referring to "Public School Libraries." I am pleased that I have now an opportunity of giving my opinion on the subject referred to. For many years back, in fact ever since the beginning of my connection with our Public and High Schools, in 1847, I have noticed with satisfaction and thankfulness the gradual development of our School system. For a few years after the above date, and until the "Library" system was put in operation, I know full well what a dearth of good books there was in various branches of literature, especially in the country districts, and I know also full well that after the "Library" system had been in operation for a period of years, a visible change in the same country districts was apparent (I refer to special localities within my own knowledge) in the increase of intelligence and a thirst for knowledge. I remember some years ago a discussion taking place in the "Press" in Toronto on this subject, and if I mistake not some, if not all, of the objections you refer to were brought forward by Mr. Campbell and ably refuted. The same thing occurred in this city, at least the objections were answered if not "ably refuted." In all my connection with the High and Public School Boards of this city, I have invariably urged upon them the necessity of using the immense advantages opened up by the "Library and Prize Book scheme," and I think that the gentlemen comprising our "Boards" are fully alive to their advantages, and avail themselves of them on every possible occasion. It would be a very easy matter to take up your quoted objections and show their absurdity, but this is done so well on the fourth page of the circular that little remains to be added. I can only add that my firm conviction is that if we had not this "Library and Prize Book" branch of our Education Department, that the progress of Ontario in educational matters would have been very slow indeed, and had all municipalities availed themselves as fully as they ought to have done of its advantages, our country's progress would have been much greater than it has been. There is no part of our "Public and High School system" which deserves greater support and encouragement, and whoever initiated it deserves the thanks of the whole community, especially of our School population.

Rev. J. C. Smith, M.A. Inspector, Town of Belleville. I have the honour to acknowledge receipt of your communication anent the Depository. Absence from home has prevented an earlier reply. I have now, however, to say, that having somewhat narrowly observed the working of the book Department for a series of years, and having had ample opportunity of judging as to the practical results of the enlightened policy pursued, I regard the benefits accruing therefrom to the citizens of Ontario as really invaluable. I cannot conceive objections to such an admirable national privilege arising from any quarter save from self-seeking and dyspeptic cavillers.

A. McColl, Esq., Inspector, Town of Chatham.—In compliance with your request, I beg leave to state, that having carefully considered the subject in all its aspects, I have come to the conclusion, that the principle acted on in the Educational Department, is a truly wise one; that we have received much benefit from it, and that the abandonment of the policy of supplying Public and High Schools with library and prize books, maps and apparatus from the Depository of the Department, would operate to the great detriment of the educational interests of the Province. I may also state, that the Board of Public School Trustees were unanimous at their last meeting, in coming to a similar conclusion.

Rev. George Bell, Inspector, Town of Clifton.—I have the honour to state, in reply to your circular on the subject of library and prize books, &c., &c., that I consider the maintenance of the general principles on which the Depository is founded to be essential to the success of our public system of Education. Whatever alterations or improvements may be devised in the administration of the matter, I cannot well conceive how the proper uniformity of the material aids to teaching can be secured in any other way than by keeping the control in the hands of the Department of Public Instruction. In the supply of library books, a catalogue could be prepared by the Department, limiting all purchases to the books named therein as at present, and the books might be obtained from booksellers, but I do not see that this arrangement would be any improvement on the present one; and I can never consent to have trustees and booksellers at liberty to supply any-

thing they please to the School libraries, to be paid for partly with public money, without any power of supervision on the part of the Department. Such a liberty, in my opinion, *would be most disastrous, if not utterly ruinous to the library system.* I think the existing system well adapted to attain the end in view, and I believe it to be generally acceptable to the country.

Rev. James Herald, Dundas.—In regard to the policy of the “Department of Public Instruction” supplying the Public and High Schools with library, prize-books, maps and apparatus, to which you refer in another circular, I have always had but one opinion : and that is the policy is a wise one. If there is a Department of Public Instruction for the Province, the business of which is conducted by educated men who have a practical knowledge of educational matters, it appears to me altogether unnecessary to say that the selection of books for School libraries, and prizes, maps and School apparatus must be more efficiently made by them than by other classes of men. The policy is one which recommends itself, I feel convinced, to unprejudiced and uninterested minds. I have looked upon any prize books that we have got for our Schools here from the department, as the most suitable that could be got, and such as one feels a pleasure in putting into the hands of the young student. I sincerely trust that no interference on the part of interested parties will ever be permitted to prevent the Department of Public Instruction for Ontario from carrying out a policy that, I am satisfied is doing valuable work in forming the literary tastes of the youth of our province.

Rev. J. B. Muir, M.A., Inspector, Town of Galt.—I have the honour to acknowledge receipt of your circular, making enquiries about the advantages afforded by the Education Department in procuring books, &c., for the Public Schools. Last December the Public School trustees here got about \$80 worth of books from the Department to be distributed as prizes amongst the scholars, and all concerned were pleased with the books. I believe they will expend as much more in the same way in July. So far as my experience and information go, I have nothing to say against, but everything to say in favour of the books and their prices, &c., obtained from the Department.

Rev. Robert Torrance, Inspector, Town of Guelph.—I have the honour to acknowledge the receipt of your circular, containing a statement of the principles upon which books, maps and apparatus are supplied by the Department of Public Instruction for Ontario to the Schools connected with it, and requesting the benefit of my observation and experience in the matter. In reply I have the honour to state as my deep and long-cherished conviction, confirmed by reflection and experience, that the Department, in undertaking to supply the educational institutions of the Province with School registers, has provided for a want which could not have been so well met in any other way ; and that were they to be interfered with in the prosecution of their course in this respect, it would be a calamity to the interests of education throughout Ontario. Schools have the opportunity of being furnished at the Department with any articles requisite for teaching, and these of the most recent and trustworthy preparation, while the pecuniary inducements held out are such as to incite School corporations to furnish their School-houses with them, and give the teacher all facilities in imparting, and the pupils all the facilities in acquiring, instruction. I need not speak of the great benefit, not to say absolute necessity, of having every School-house supplied with proper apparatus. And there can be no doubt that if the Department were prevented from furnishing such, and the supply left to be procured from the private bookseller, many of our Public Schools would be altogether without them, or supplied with only an inferior sort. As the Board of School Trustees, Guelph, have not instituted any library in connection with either the Public or High Schools, I have no experience in the matter of library books ; but as regards prize-books, I may state that I have the best reason to know that the selection kept at the Department is, on the whole, good, and that the terms on which the books are furnished are such as are fitted to stimulate education, secure the circulation of a healthy literature, and promote intelligence.

H. M. Deroche, Esq., M. P. P., Inspector, Town of Napanee.—I have the honour to transmit to you the following resolution which was adopted unanimously at the last meeting of our Teachers' Association for the County of Lennox and Addington. Moved by William Tilley, seconded by W. W. Madge, and resolved, “That this association considers the Depository Branch of the Department of Public Instruction a very great

benefit to the cause of education in this Province by securing as it does, a uniformity in those school requisites furnished to the different Schools, and thus contributing largely towards the harmonious working of our School system, and by enabling trustees in every School section throughout the Province to obtain with certainty and despatch the School requisites, which, in very many cases, they would not know where to seek for elsewhere, that this association bears testimony, so far as the experience of its members enables it, to the evident pains taken on the part of the officials connected with the Depository department in order to give the utmost satisfaction in filling the orders submitted to them, and that, on account of these and other advantages, the abolition of the branch of the Department of Public Instruction is most earnestly to be deprecated."

Rev. Thomas Henderson, Inspector, Town of Paris.—I have the honour to acknowledge receipt of your letter. So far as my experience goes, and I am able to judge, I think it is for the interests of Education to have a Depository in connection with the Department for books, maps and School apparatus. The trustees of Schools throughout the Province have thus great facilities for the obtaining of all that may be required for educational purposes. It certainly is of the very utmost importance that prize and library books be well selected, and that all care be taken to prevent worthless and pernicious books getting into the hands of young people. In regard to our Schools, I know of no means better calculated to bar the evil and secure the good than a well-ordered Educational Depository. The reply to objections on page 4 of circular is, in my opinion, very satisfactory and ought to be well considered by all who are interested in the educational progress of our Province.

Dr. J. M. Platt, Inspector, Town of Picton.—I have the honour to acknowledge the receipt of your circular, requesting the result of my experience relative to the Educational Depository; In compliance with your request I have the honour to state that the result of my experience of former years, as a teacher, would incline me to look upon the "Depository" as an essential adjunct to our system of Education: and, during the four years that I have filled the position of Inspector, I have discovered no reason for changing that opinion. The extent to which any School is supplied with books, maps, charts, etc., depends upon the success which attends the teacher's representations to the board of trustees. In urging the necessity for a fresh supply of these useful auxiliaries, his strong arguments are as follows: First, the certainty of procuring those generally recognized as the *best*; Second, the simplicity of the procedure and the explicit instructions, always at hand, as how to proceed; Third, the extreme liberality of the terms upon which they are provided. Without the "Depository," competition and consequent confusion would bewilder both teacher and trustee, and neglect of duty would result. The "objections" quoted by you, as urged against the "Depository" are, in my opinion, extremely weak. It is the duty of the Government to provide for the education of the youth of the land; and it is likewise their duty to adopt the *best* method they can devise without *extravagant* expenditure. If then, the Depository works well and is, as you say it is, self-sustaining, I can see no reason for recommending a change sought for by those who advocate it in the interests of their pockets rather than for the welfare of the nation. The principle of the Depository is sound—its results are beneficial—of the detail of its management I know nothing.

Rev. Ephraim Patterson, Inspector, Town of Stratford.—I have the honour to acknowledge the receipt of your circular, requesting me to state my views in regard to the policy of supplying the Public and High Schools of Ontario with library and prize books, maps and apparatus through the Depository in connection with the Department of Public Instruction. After having given careful consideration to the subject from every point of view, I feel no hesitation in expressing my conviction that the policy is a sound one. Its adoption has, in my opinion, been the means of conferring a great boon upon the people at large, both parents and children, and therefore, in the interests of popular education and intelligence, I should much regret to see it interfered with by the Legislature. The objections urged against the system when placed side by side with the solid advantages accruing from it, appear to me to be unimportant. It is needless to say that, in every system of popular education, you must include all the agencies necessary to its success. And if the objections usually advanced against the principles upon which the Depository is established for the supply of library and prize books, maps, etc., through

the Education Department be well founded, they must be equally valid against the principle of committing the interests of education in general to the care and oversight of Government through some one of its departments. Shortly before the mid-summer Examinations of the High and Public Schools of this town in the present year, (1873) the board of trustees appropriated the sum of \$70 for the purchase of prizes for the pupils. They promptly received from the Depository of the Department an excellent selection of books to the value of \$140 ; and I may state that they were much better satisfied with their purchase in this instance than with the books which, for a similar purpose, they had procured in previous years from the "trade."

J. C. Patterson, Esq., Inspector, Town of Windsor.—I have the honour to acknowledge the communication from your office respecting the policy of retaining the Depository in connection with the Department of Education, and would state in reply that it is a subject on which I am hardly qualified to give a practically useful opinion, but will give you such crude ideas as have occurred to me on the subject. With regard to the 1st and 2nd objections, I am unable to see the force of them. I am heartily in favour of having the School libraries and prize books under the supervision of the Education Department, and think that to abolish the Depository, and permit prizes and School libraries to be furnished by "the trade," would be likely to result in consequences similar to those referred to by Lord Elgin in his report, and we would have a repetition of the "travelling peddler" nuisance. As to the "monopoly" charge, it seems to me that it would be as reasonable for the proprietor of a private educational enterprise to bring it against the free School system as injurious to his interests, as it is for "the trade" to complain, because the Chiefs of the Education Department, with the approval of the Government and the Legislature, and solely for the public good, and for the benefit of our children and our schools, have taken upon themselves the burden and responsibility of managing the Depository, and affording thereby increased facilities for the instruction and elevation of our children. Further, any one who thinks impartially about the matter must see that no one firm or two firms could afford to keep such a stock of maps, apparatus, globes, charts, &c., &c., as is required for the supply of our Schools. They would have to charge very high prices, or to keep very inferior articles. The 3rd objection seems to me to be childish. Our Legislature supplies its Schools with such articles as cannot be obtained of equal quality and for as low a price elsewhere, and with such books as require the supervision of educated and competent men. This suggests objection No. 5, and nothing can be simpler than the answer. There is not that variety among text books which is found among library and prize books. An authorized list of prize and library books would be almost an impossibility. But an authorized list of text books is simple and effective. In fact, to attempt a comparison of the two cases is absurd. That the Depository is an expense to the Province is officially denied, but even if it were, it has been an inestimable boon. By its means articles of School education have been placed within the reach of the poorest children in our Province, such as elegantly finished maps, costly apparatus, instructive books carefully chosen, &c., which, had they only had "the trade" to depend on, would have been quite unattainable. To me it appears that this constantly recurring controversy about the Depository is not creditable to our public intelligence. It is so palpably a contest between men, on the one hand, who are fighting selfishly for their own interests, and men, on the other side, who have had a long and careful experience, who have no personal gain to further, but who are striving only for the public good, the advancement of education and the placing of its advantages within the reach of all. I would heartily regret the closing of the Depository, or the curtailing of its powers, which, in my humble opinion, have been wisely exercised, and have benefited the rising generation of Canadians to an extent which it is impossible to estimate.

Hugh McKay, Esq., M. D., Inspector, Town of Woodstock.—The circular issued by the Educational Department is before me. In reply as I regret not being able to enter fully into the details of the whole subject, I will just give the general opinion that to my mind the whole institution is an admirable one, and considering the extent of its operations, it is open to but few exceptions. The principle upon which it is founded, I believe to be a correct one, and I can see nothing wrong in any department of state making special provision for its own institutions.

APPENDIX D.

THE NORMAL SCHOOL FOR ONTARIO.

PRESCRIBED ENTRANCE EXAMINATION AND COURSE OF STUDY THEREIN.

With Regulations for its Government.

GOVERNING BODY OF THE NORMAL SCHOOL.

COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO:—

REV. E. RYERSON, D.D., LL.D., Chief Superintendent.

VERY REV. H. J. GRASETT, B.D.

REV. JOHN JENNINGS, D.D.

MOST REV. JOHN J. LYNCH, D.D.

HON. W. MCMASTER.

VENERABLE T. B. FULLER, D.D.

WILLIAM MCCABE, Esq., LL.D.

HAMMELL M. DEROCHE, Esq., M.A., M.P.P.

JAMES MACLENNAN, Esq., M.A., Q.C.

Members for the purposes of the High School Act: Rev. JOHN MCCAUL, LL.D., President of University College, and the Presidents of Colleges affiliated with the University of Toronto.

The Consolidated School Law authorizes the Council "to adopt all needful measures for the permanent establishment and efficiency of the Normal School for Ontario, containing one or more Model Schools, for the instruction and training of teachers of Public Schools in the science of education and the art of teaching, and to make from time to time the rules and regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which students will be received and instructed therein; to select the location of such school, and erect or procure and furnish the buildings thereof; to determine the number and compensation of teachers, and of all others who may be employed therein; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such school."

GENERAL SUPERINTENDENT OF NORMAL SCHOOL.

The Rev. EGERTON RYERSON, D.D., LL.D., Chief Superintendent of Education for the Province of Ontario.

The Consolidated School Law of Ontario directs that the Chief Superintendent of Education shall "take the general superintendence of the Normal School;" and shall "be responsible for all moneys paid through him in behalf of the Normal and Model Schools."

NORMAL SCHOOL TEACHERS' STAFF.

The Rev. H. W. DAVIES, D.D..... *Principal.*

JAMES CARLYLE, Esq., M.D..... *Mathematical Master.*

THOMAS KIRKLAND, Esq., M.A..... *Natural Science Master.*

JOHN GEORGE HODGINS, Esq., LL.D.

(*Barrister-at-Law*)..... *Lecturer on the School Law of Ontario.*

MR. SAMUEL CLARE..... *Teacher of Book-keeping and Writing.*

WILLIAM ARMSTRONG, Esq., C.E..... *Drawing Master.*

Mr. HENRY F. SEFTON.....	<i>Teacher of Vocal Music.</i>
Lieut.-Col. HENRY GOODWIN.....	<i>Teacher of Gymnastics and Calisthenics.</i>
Mr. JAMES HUGHES	<i>Master of the Boys' Model School.</i>
Mrs. CULLEN.....	<i>Mistress of the Girls' Model School.</i>

THE NORMAL AND MODEL SCHOOLS FOR ONTARIO.

The establishment of a Normal School for the training of teachers, as a necessary part of a national system of education, engaged attention in Upper Canada in 1836. But no detailed plan by which that object could be accomplished was recommended to the Legislature until the presentation, in 1846, of a *Report on a System of Public Elementary Instruction for Upper Canada*, by the Chief Superintendent of Education. Practical effect was immediately given to those recommendations by the passing of a School law—embodying the general features of the system detailed in that report—appropriating \$6,000 for furnishing suitable buildings, and an annual grant of \$6,000 for the support of the Normal School, and placing it under the management of a Board of Education and the Chief Superintendent of Education.

The first attention of the Board, on its appointment in July, 1846, was directed to procuring suitable premises for the Institution; and application was made to the Government for permission to occupy the Government House of the late Province of Upper Canada, at Toronto, until proper buildings could be erected. The application was granted; and after the necessary arrangements had been completed, the Normal School for Upper Canada was opened on the 1st of November, 1847, in the presence of a large number of gentlemen from different parts of the Province.

The removal of the seat of Government from Montreal to Toronto, 1849, in consequence of the burning of the Parliament House on the passing of the "Rebellion Losses Bill," necessitated the removal of the Normal School to some other premises, and the adoption of measures for the immediate erection of buildings for the Institution. Accordingly the Legislature at its session in 1850 appropriated \$60,000 for the purchase of a site and erection of buildings, and an additional \$40,000 in 1852—making in all \$100,000. The corner stone of the new buildings was laid on the 2nd July, 1851, by His Excellency the Earl of Elgin and Kincardine, K.T., Governor-General, in the presence of the members of the Legislature and the citizens of Toronto, and the premises were formally opened by a public meeting in the theatre of the Institution on the 24th November, 1852. On the 15th of May, 1858, the Normal School was removed into the new building on Gerrard Street, and the old apartments were applied to the purposes of an Educational Museum, and a projected School of Art and Design for Upper Canada.

The Institution consists of a Normal School and two Model Schools; the former, the school of instruction by lecture; the latter, the school of instruction by practice. The students in the former are teachers-in-training, whose ages vary from 17 to 30, while the pupils in the latter are children between the ages of 5 and 18 or 20 years. In the Normal School the teachers-in-training are instructed in the principles of education and the best methods of communicating knowledge to the youth placed under their care—are "taught how to teach;" in the Model Schools they are taught to give practical effect to those instructions, under the direction of teachers previously trained in the Normal Schools. The Model Schools for boys and girls are designed, by both the system of instruction pursued and general arrangements, to be the *model* for all the Public Schools of the Province.

The Institution is designed to train Public School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a *training School*, rather than a mere School of instruction, in the ordinary sense of the term, the majority of those received as students-in-training are so deficient in scholastic attainments, that it is found necessary to include in its course of instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Public School study. It is conceded by all who have devoted any attention to the subject, that "to teach well, one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very

properly demands on the part of those who would become educators of youth, the Normal School Masters are compelled to supplement, by lectures on the different branches of study embraced in an ordinary English Education, the early training or want of training of those who enter its walls. Every lecture, therefore, given in the Normal School is delivered with a two-fold object :—

1st. To convey to the class of students-in-training a certain amount of information on the subject on which it treats; and

2nd. To give this information in such a manner that, making the necessary allowance for differences of age and attainments, it may serve as a *model* of the method in which the same subject is to be discussed before a class of children.

GENERAL REGULATIONS IN REGARD TO THE NORMAL SCHOOL FOR THE PROVINCE OF ONTARIO, AND THE COURSE OF STUDY THEREIN.

(Adopted by the Council of Public Instruction.)

I. The sole object of the Normal School for Ontario is to prepare students for the profession of Teacher. In addition to the course of lectures on the subjects required for First and Second Class Provincial Certificates, students have the advantage of practice in the Model School under the direct supervision of the Principal and Masters of the Normal School, and the teachers of the various divisions.

II. The semi-annual sessions of the Normal School are as follows: (1) The Winter Session commences on the 8th day of January, and closes on the 15th day of June. (2) The Autumn Session commences on the 8th day of August, and closes on the 22nd day of December of each year [and if the days of opening fall on Sunday, then the Monday and Tuesday following].

III. A Normal School course, with requisite practice in the Model School, and a certificate to that effect, enables a student to present himself to the County Board of Examiners as a candidate for a First or Second Class Certificate, without spending in the one case *five* years, in the other *three* years in the actual teaching of a school.

IV. Applicants for admission to the Normal School, if females, must be seventeen years of age; if males, eighteen years.

V. Applications for admission, accompanied with certificate of moral character, dated within three months of its presentation, signed by a clergyman or member of the religious persuasion with which the applicant is connected, must be made at the Department of Education on the 8th day of January and of August in each year. No applications will be received if made after the ninth day of these months.

VI. Candidates must pass the prescribed entrance examination, and must sign a declaration of their intention to devote themselves to the profession of school teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

VII. The students are arranged in two divisions—the first and the second. The latter of these is subdivided into a junior and a senior section.

VIII. The classification in each division is based upon the entrance examination, and continued according to the result of monthly examinations, which determine the status of the students.

IX. Upon these conditions candidates for school-teaching are admitted to the advantages of the Institution without any charge, either for tuition or the use of the Library. The books which they may be required to use in the School are supplied at a reduced rate.

X. The Teachers-in-training must lodge and board in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction. The cost of board ranges from \$2 to \$3 per week.

I. ENTRANCE EXAMINATION FOR SECOND DIVISION.

SUBJECTS. The applicant must be able to—

- READING Read with ease any ordinary prose passage.
 SPELLING Spell correctly. The written examination papers will be read with special regard to spelling.
 WRITING Write legibly and neatly.
 ETYMOLOGY Know the *prefixes* and *affixes*.
 GRAMMAR Know the elements and be able to parse with application of rules any prose sentence.
 Be able to analyze any ordinary prose passage from the Readers.
 COMPOSITION Write an ordinary business letter.
 GEOGRAPHY Know the definitions, the outlines of the physical geography of AMERICA and EUROPE; the outlines of political geography generally—that of CANADA, of AMERICA, and of EUROPE more particularly.
 HISTORY Know the outlines of *ancient* and *modern*, and the introductory part of History of CANADA.
 ARITHMETIC Be acquainted with Notation, Numeration, Simple and Compound Rules, G. C. M., L. C. M., Fractions and Proportion.
 MENSURATION Be familiar with the mensuration of Square, Rectangle and Triangle.
 ALGEBRA Be acquainted with authorized text book to page 43.
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II. COURSE OF STUDY IN JUNIOR SECTION OF SECOND DIVISION.

SUBJECTS.

- READING In Fourth Book.
 SPELLING Dictation and oral.
 WRITING Under supervision of Writing Master.
 ETYMOLOGY Prefixes, affixes, and principal root words.
 GRAMMAR The Introductory Grammar.
 COMPOSITION Writing official and business letters and elementary composition.
 GEOGRAPHY Mathematical, physical and political.
 HISTORY Outlines of general history.
 ARITHMETIC To Proportion inclusive, together with mental arithmetic.
 MENSURATION Square, rectangle and triangle.
 ALGEBRA To simple equations.
 NAT. PHILOSOPHY The properties of matter, elements of Statics.
 PHYSIOLOGY General view.
 EUCLID Book I.
 EDUCATION Attendance at lectures.
 DRAWING Elementary.
 MUSIC Practice in vocal music.
 SCHOOL LAW With reference to Public School Teachers.
 BOOK-KEEPING By double entry.
 CHEMISTRY Elements as contained in First Lessons in Agriculture.
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III. COURSE OF STUDY IN SENIOR SECTION OF SECOND DIVISION.

SUBJECTS.

- READING In Fifth Book.
 SPELLING As in Junior Section.
 WRITING Under supervision of Writing Master.
 ETYMOLOGY Of the more difficult words in Reading Book.
 GRAMMAR The advanced Grammar, with special reference to analysis.

COMPOSITION	On any prescribed subject.
GEOGRAPHY.....	Commercial geography. Elements of meteorology.
HISTORY.....	British and Canadian.
ARITHMETIC.....	From Proportion to end of book, with practice in mental arithmetic.
MENSURATION.....	Of surfaces.
ALGEBRA.....	From simple equations to page 129 of authorized text book.
NAT. PHILOSOPHY....	Hydrostatics and Pneumatics.
PHYSIOLOGY.....	As contained in authorized text book.
• EUCLID.....	Book II. with problems on books I. and II.
EDUCATION.....	Attendance at lectures.
DRAWING	Advanced, including construction of maps.
MUSIC.....	Practice in vocal, with instruction in theory.
SCHOOL-LAW.....	With reference to Public School Trustees.
BOOK-KEEPING.....	By double entry.
CHEMISTRY.....	As applied to agriculture.
CHEMICAL PHYSICS..	Heat.
NAT. HISTORY.....	General view of animal kingdom.

IV. ENTRANCE EXAMINATION FOR FIRST DIVISION.

SUBJECTS.

READING	As for entrance into second division.
SPELLING	“ “ “
ETYMOLOGY	“ “ “ together with a knowledge of the principal Latin and Greek roots, and a fair ability to analyze etymologically.
GRAMMAR.....	Thorough acquaintance with definitions and forms; and ability to parse etymologically and syntactically, and to analyze any ordinary piece of English.
COMPOSITION	A letter or a composition upon any given subject.
WRITING	Neat and legible.
GEOGRAPHY	Mathematical, physical, political and commercial, including the forms of Government, religion, &c., of the principal countries in the world.
HISTORY.....	General, English and Canadian.
ARITHMETIC.....	Authorized text book in theory and practice.
MENSURATION..	Of surfaces.
ALGEBRA.....	As far as page 129 in authorized text book.
EUCLID.....	Books I. and II., with problems.
NAT. PHILOSOPHY....	Properties of matter, and the elements of statics, hydrostatics and dynamics.

V. COURSE OF STUDY IN FIRST DIVISION.

SUBJECTS.

READING.....	Sixth Book—prose and verse.
SPELLING	To dictation.
ETYMOLOGY	More fully pursued than in 2nd division.
GRAMMAR.....	Advanced Grammar, with special reference to analysis, figures and comparative grammar.
COMPOSITION	As in 2nd division Senior Section.
ENG. LITERATURE....	Authorized text book.
GEOGRAPHY.....	Previous course reviewed. Elements of Geology.
HISTORY.....	Philosophy of History.
EDUCATION.....	Attendance at lectures.
SCHOOL-LAW	With reference to Municipal Councils and Public School Inspectors.
MUSIC.....	Theory and practice.

DRAWING.....	Perspective and outline in books and on blackboard.
BOOK-KEEPING..	By double entry.
ARITHMETIC.....	General.
MENSURATION	Surfaces and solids.
ALGEBRA	General.
EUCCLID	Books III., IV., VI., with definitions of V. and problems.
NAT. PHILOSOPHY....	Statics and dynamics, treated mathematically, hydrodynamics and acoustics.
CHEMICAL PHYSICS..	Light and electricity
CHEMISTRY.....	General principles of chemical philosophy, chemistry of metalloids, chemistry applied to agriculture and the arts.
PHYSIOLOGY.....	As in text book.
NAT. HISTORY.....	General view of the animal kingdom ; character of the principal orders ; classes and genera.
BOTANY.....	Previous course reviewed. Systematic botany ; flowering plants of Canada.

TEXT BOOKS FOR USE IN THE NORMAL SCHOOL OF ONTARIO.

(Prescribed by the Council of Public Instruction.)

I. ENGLISH.

The Canadian National Series of Reading Books. (Authorized editions).

The Spelling Book, A Companion to the Readers. (Authorized edition).

Miller's Analytical and Practical English Grammar. (Authorized edition).

An English Grammar for Junior Classes. By the Rev. H. W. Davies, D.D. (Authorized edition).

A History of English Literature, in a series of Biographical Sketches. By William Francis Collier, L.L.D.

II. ARITHMETIC AND MATHEMATICS.

Advanced Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurchy, M.A. (Authorized edition).

Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurchy, M.A.. (Authorized edition).

Sangster's Elements of Algebra.

Potts' Euclid's Elements of Geometry.

III. GEOGRAPHY AND HISTORY.

Lovell's General Geography. By J. George Hodgins, L.L.D., Barrister-at-Law. (Authorized edition).

A History of Canada and of the other British Provinces of North America. By J. George Hodgins, L.L.D., Barrister-at-Law.

Outlines of General History. By William Francis Collier, L.L.D.

IV. PHYSICAL SCIENCE.

Rudimentary Mechanics. By Charles Tomlinson. Portions relative to the mechanical powers.

The Animal Kingdom. By Ellis A. Davidson.

How Plants grow. By Asa Gray, M.D.

V. MISCELLANEOUS.

First Lessons in Agriculture. By Rev. Dr. Ryerson.

Our Bodies. By Ellis A. Davidson.

Easy Lessons on Reasoning. By Archbishop Whately.

First Lessons on Christian Morals. By Rev. Dr. Ryerson.

APPENDIX E.

1. REGULATIONS AND PROGRAMME FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS.

REVISED GENERAL REGULATIONS RESPECTING THE EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS.

1. Every candidate, who proposes to present himself at any examination, shall send in to the presiding Inspector, at least three weeks before the day appointed for the commencement of the examination a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any ; such notice to be accompanied by the testimonial required by the programme.

2. The examination except in reading, shall be conducted wholly on paper. A written examination in the *principles* of linear drawing and vocal music will be required of all candidates. The further special examination in linear drawing, on the blackboard, and practice of vocal music provided for in Regulation 10 of the *Powers and Duties of Examiners*, is at the discretion of each Board.

3. The presiding Inspector shall furnish to the Chief Superintendent, full returns and other information in all matters relating to the results of the examinations, and any points relating to the examinations, on which a majority of the Examiners do not agree, shall be referred to the Chief Superintendent for decision.

4. The candidates, in preparing their answers, will write only on one page of each sheet. They will also write their names on each sheet, and having arranged their papers in the order of the questions, will fold them once across and write on the outside sheet their names, and the class of certificate for which they are competing. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus Examination papers, to the Education Department.

5. The presiding Inspector or Examiner must be punctual to the moment in distributing the papers, and in directing the candidates to sign their papers at the close of the allotted time. No writing other than the signature, should be permitted after the order to sign is given. The candidates are required to be in their allotted places in the room before the hour appointed for the commencement of the examination. If a candidate be not present till after the commencement of the examinations, he cannot be allowed any additional time on account of such absence.

6. In examining the answers of candidates, two Examiners at least should look over and report on each paper.

7. The Central Committee of Examiners appointed by the Council of Public Instruction will, in a paper, assign numerical values to each question or part of a question, according to their judgment of its relative importance. The local examiners will give marks for the answer to any question in correspondence with the number assigned to the question, and the completeness and accuracy of the answer.

8. In order that a candidate may obtain a Second Class Certificate, the sum of his marks must amount for grade A, to at least two-thirds, and for grade B, to one-half of the aggregate value of all the papers ; in both cases great importance should be attached to accurate spelling. The candidate must also obtain for grade A, two-thirds, and for grade B, one-half of the marks assigned to *each* of the subjects of *Arithmetic* and *Grammar*. In order to obtain a Third Class Certificate, the marks must be not less than one-half of the aggregate

gate value of all the papers for certificates of that rank. A candidate for a Second Class Certificate who fails to obtain it, may be awarded a Third Class Certificate provided that such candidate obtains what will be equivalent to fully one half of the aggregate value of all the papers for a Third Class Certificate.

9. The names of successful candidates shall be arranged alphabetically, in classes and grades.

10. In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room any book, notes or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the examination, the Examiners shall report the case at a general meeting of the examiners, who shall reject the candidate if they deem the evidence conclusive.

2. EXAMINATION AND CLASSIFICATION OF TEACHERS OF THE PUBLIC SCHOOLS IN THE PROVINCE OF ONTARIO.

Prescribed by the Council of Public Instruction for Ontario, 28th March, 1871, 31st May, and December 14th, 1872, and 23rd January, 1873, as authorized by the School Act of 1871.

CONDITIONS REQUIRED OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION AS TEACHERS.

1. To be eligible for examination for a Third-Class (County) Certificate, the Candidate if a female, must be 16 years of age; if a male must be 18 years of age; and must furnish satisfactory proof of temperate habits and good moral character.

2. Candidates for Second Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school three years, except in the special cases hereinafter provided. The Candidate must also have previously obtained either a Third Class Certificate under the present system of examinations, or a First or Second Class Certificate under the former system.

3. Candidates for First Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school five years, or two years, if during that period he has held a Second Class Certificate, granted under these regulations, and all Candidates for First Class Certificates, who do not already possess Second Class Provincial Certificates, shall be required to previously pass the examination for such Second Class Certificate.

EXPLANATORY NOTE.—1.—Attendance at the Normal School for Ontario, with the required practice in the Model Schools, and passing the requisite examination for a First Class Certificate, shall be considered equivalent to teaching five years in a public or private school. So also, attendance at the Normal School, with the required practice in the Model School, and passing the requisite examinations for a Second Class Certificate, shall be considered equivalent to teaching three years in a public or private school. But those Normal School students only shall be eligible to compete for First or Second Class Provincial Certificates, who shall have successfully passed a terminal examination in the subjects prescribed in the programme, and received a Normal School Certificate to that effect.

4. In regard to teachers in French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the certificates to the teachers expressly limited accordingly. In regard to these settlements, it was ordered by the Council of Public Instruction, That the County Councils within whose jurisdiction there are French or German settlements: be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the semi-annual examinations.

 VALUE AND DURATION OF CERTIFICATES.

1. First and Second Class Certificates are valid during good behaviour and throughout the Province of Ontario. A First Class Certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A) renders the holder eligible to the office of Public School Inspector.

2. Third Class Certificates are valid only in the County where given, and for three years, and not renewable, except on the recommendation of the County Inspector; but a teacher holding a Third Class Certificate may be eligible in less than three years, for examination for a Second Class Certificate, on the special recommendation of his County Inspector.

MINIMUM QUALIFICATIONS REQUIRED FOR THIRD CLASS CERTIFICATES OF TEACHERS IN THE PUBLIC SCHOOLS.

Reading.—To be able to read any passage selected from the Authorized Reading Books intelligently, expressively and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology.—To know the prefixes and affixes (Authorized Spelling Book, pp. 154-169).

Grammar.—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence (Authorized Grammar).

Composition.—To be able to write an ordinary business letter correctly, as to form, modes of expression, &c.

Writing.—To be able to write legibly and neatly.

Geography.—To know the definitions (Lovell's General Geography), and to have a good general idea of physical and political geography, as exhibited on the maps of Canada, America generally, and Europe.

History.—To have a knowledge of the outlines of Ancient and Modern History (Collier), including the introductory part of the History of Canada, pp. 5-33 (Hodgins).

Arithmetic.—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the processes employed; to be able to solve problems in said rules with accuracy and neatness. To be able to work, with rapidity and accuracy, simple problems in Mental Arithmetic (Authorized Text Book). To be able to solve ordinary questions in Simple Interest.

Education.—To have a knowledge of School Organization and the classification of pupils, and the School Law and Regulations relating to Teachers.

MINIMUM QUALIFICATIONS FOR SECOND CLASS PROVINCIAL CERTIFICATES.

Reading.—To be able to read intelligently and expressively a passage selected from any English Author.

Spelling.—To be able to write correctly a passage from any English Author.

Etymology.—To know the prefixes, affixes and principal Latin and Greek roots. To be able to analyze etymologically the words of the Reading Books (Authorized Spelling Book).

Grammar.—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and to be able to analyze and parse, with application of said rules, any sentence in prose or verse (Authorized Text Books).

Composition.—To be familiar with the forms of letter writing, and to be able to write a prose composition on any simple subject, correctly as to expression, spelling and punctuation.

Writing.—To be able to write legibly and neatly a good running hand.

Geography.—To have a fair knowledge of physical and mathematical geography.

know the boundaries of the Continents; relative positions and capitals of the countries of the world, and the positions, &c., of the Chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and River-slopes. To know the forms of government, the religions; and the natural products and manufactures of the principal countries of the world (Lovell's General Geography).

History.—To have a good knowledge of general, English and Canadian History (Collier and Hodgins).

Education.—To be familiar with the general principles of the science of Education. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History, and Object Lessons. To be well acquainted with the different methods of School Organization and Management, including School Buildings and arrangements, classification of pupils, formation of time and limit tables, modes of discipline, &c., &c. To give evidence of practical skill in teaching.

School Law.—To have a knowledge of the School Law and Official Regulations relating to Trustees and Teachers.

Music.—To know the principles of Vocal Music. } See Regulation 2 on

Drawing.—To understand the principles of Linear Drawing. } page 1.

Book-keeping.—To understand Book-keeping by Single and Double Entry.

Arithmetic.—To be thoroughly familiar with the authorized Arithmetic in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in Mental Arithmetic.

Mensuration.—To be familiar with the principal rules for Mensuration of surfaces.

Algebra.—To be well acquainted with the subject as far as the end of section 153, page 129, of the Authorized Text Book (Sangster).

Euclid.—Books I. II. with problems.

NOTE.—For female Teachers only the first book of Euclid is required.

Natural Philosophy.—To be acquainted with the properties of matter and with Statics, Hydrostatics and Pneumatics, as set forth in pages 1-100, Sangster's Natural Philosophy, Part I.

Chemistry.—To understand the elements of Chemistry, as taught in the first part of Dr. Ryerson's First Lessons in Agriculture, pages 9-76.

Botany.—To be familiar with the structure of plants, and the uses of the several parts (First Lessons in Agriculture).

Human Physiology.—Cutter's First Book on Anatomy, Physiology and Hygiene.*

ADDITIONAL FOR THOSE WHO DESIRE SPECIAL CERTIFICATES FOR TEACHING AGRICULTURE, UNDER SECTION THIRTEEN OF THE SCHOOL ACT OF 1871.

Natural History.—General View of Animal Kingdom—Characters of principal classes, orders and genera—(Gosse's Zoology for Schools) [or Wood's Natural History].

Botany.—Vegetable, Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops, Agricultural and Domestic Economy, &c., (Dr. Ryerson's First Lessons in Agriculture).

MINIMUM QUALIFICATIONS FOR FIRST CLASS PROVINCIAL CERTIFICATES.†

Reading.—To be able to read intelligently and expressively a passage selected from any English author,

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—As for Second Class Teachers.

* The following little works are also highly recommended for perusal, both by Teachers and Pupils, viz : "The House I Live in," by T. C. Girtin, Surgeon, (Longmans), and "Our Earthly House and its Builder," (Religious Tract Society).

† Candidates for First Class Certificates are recommended to provide against failure, by also presenting themselves for examination for those of the Second Class.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text Books.

Writing.—As for Second Class Teachers.

Composition.—As for Second Class Teachers.

English Literature.—To have a general acquaintance with the History of English Literature. (Collier).

Geography.—As for Second Class Teachers, and in addition to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States, with their capitals ; to understand the structure of the crust of the earth ; Use of the Globes (Lovell's General Geography, and Keith on the Globes).

History.—General English and Canadian (Collier and Hodgins).

Education.—As for Second Class Teachers ; and, in addition, to possess a good knowledge of the elementary principles of Mental and Moral Philosophy ; and to be acquainted with the methods of teaching all the branches of the Public School course.

School Law.—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principles of Vocal Music.

Drawing.—To evince facility in making perspective and outline sketches of common objects on the blackboard.

Book-keeping.—As for Second Class Teachers.

Arithmetic.—To know the subject as contained in the Authorized Arithmetic, in theory and practice ; to be able to solve problems in arithmetical rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with rules for Mensuration of Surface and Solids.

Algebra.—To know the subject as contained in the Authorized Text Book completed.

Euclid.—Books I, II, III, IV, Definitions of V, and B. VI, with exercises.

NOTE.—For female Teachers, the first book only of Euclid is required. If, however, the candidate desires a certificate of eligibility as an inspector or examiner, the same examination must be passed in Euclid as is required of male Teachers.

Natural Philosophy.—As for Second Class Teachers ; and, in addition, to be acquainted with Dynamics, Hydrodynamics, and Acoustics, pp. 109-167 Sangster's Natural Philosophy, Part I.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light and Electricity.

Chemistry.—As for Second Class Teachers ; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combination, and to possess a general knowledge of the Chemistry of the Metalloids and Metals (Roscoe).

Human Physiology.—As for Second Class Teachers.

Natural History.—General view of Animal Kingdom—Characters of principal classes, orders and genera (Gosse's Zoology for Schools) [or Wood's Natural History].

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of crops, &c., &c. (Dr. Ryerson's First Lessons in Agriculture).

NOTE.—The highest standard in all subjects will be maintained for first class certificates.

3. TIME OF EXAMINATIONS AND GENERAL REMARKS.

The Examinations are held at each County Town, in July and December of each year, notice being previously given of the day.

Respecting the examination in the subject of natural philosophy, it is to be observed that candidates for *second class certificates* will be examined in statics, hydrostatics, and pneumatics. They are referred to "Peck's Ganot;" but it is recommended that on the subject of *statics*, that part of "Tomlinson's Rudimentary Mechanics" which relates to the mechanical powers, be also consulted.

As the examination will be on the subject generally, those who have already provided themselves with Dr. Sangster's Natural Philosophy, will find the necessary information in it.

Candidates for *first class certificates* will be examined in statics, dynamics, pneumatics, hydrostatics and hydrodynamics. They are recommended to consult besides "Tomlinson's Rudimentary Mechanics," "Houghton's Manual of Mechanics."

Candidates are strongly advised to procure copies of the examination papers used at previous examinations as they will be of material assistance in indicating the kind of examination they will be required to undergo. Bound copies may be procured at the Depository at 60 cents per set, free of postage, or 50 cents exclusive of first class papers.

The sets of examination papers used in the Normal School during the 20th, 21st, 22nd, 23rd and 24th Sessions can be sent free of postage on receipt of 30 cents each. Those of the 25th, 26th, 27th, 28th, 31st, 33rd, 36th, 38th, 39th, 40th, 42st, 42nd, 43rd and 44th Sessions, at 40 cents each ; and those of the 45th, 47th, and 49th Sessions, at 50 cents each.

Lectures on the School Law by DR. HODGINS, Deputy Superintendent of Education, have been published by Messrs. COPP, CLARK & CO., TORONTO. Those for Second and Third Class Certificates can be obtained for 55 cts. free of postage, and those for First Class Certificates for 85 cts., also free of postage.

The Chairman of the Central Committee of Examiners remarks as follows :—

"The examination papers will be framed as far as possible, in such a manner that a well-instructed candidate shall be able to answer them, from whatever source his information may have been obtained. The examiners agree in thinking that what should be sought to be ascertained, is not a candidate's acquaintance with details peculiar to any one text-book, but his general knowledge of the subjects of examination.

"At the same time, as the Council of Public Instruction has prescribed or recommended certain text-books in connection with particular subjects, respect will be had to these in framing the examination papers. As a rule, no question will be asked which lies beyond the range of the books prescribed. If any questions beyond this range should be put they will not be taken into account in determining the total value of the paper in which they occur ; and they will thus, while doing an injury to no candidate, serve the purpose of rewarding superior attainments.

"I have been asked specially regarding Geography, Algebra, Mensuration, Natural Philosophy, and Chemical Physics. In Geography the prescribed text-books are Lovell's Geography, and Keith on the Globes. In Algebra, the prescribed text-book is Sangster's Algebra ; but any other work that treats of the subjects discussed in Sangster, will do equally well, for example :—Colenso's Algebra. In Mensuration, Sangster's treatise is sanctioned for the Normal School ; and the work in the Irish National series, for the Public Schools. Either of those may be studied. In Natural Philosophy, the Council of Public Instruction recommend candidates for first class Certificates to consult Houghton's Manual of Mechanics, and Tomlinson's Rudimentary Mechanics. Some portions of the former of these works are too advanced for the generality of candidates ; but a judicious student, by omitting sections in which advanced mathematics are used, may derive much benefit from a perusal of the other parts. Candidates for Second Class Certificates may consult Peck's Ganot, and the chapter in Tomlinson's Mechanics on the Mechanical Powers.

"In Chemical Physics, the chapter in Peck's Ganot, which treats of Light, Heat, and Electricity, will be found sufficient."

NUMBER of Certificates awarded by the Council of Public Instruction, and by the County and City Boards of Examiners, at the July and December Examinations, 1871.

12

COUNTIES.	JULY EXAMINATIONS.						DECEMBER EXAMINATIONS.					
	FIRST CLASS.		SECOND CLASS.		THIRD CLASS.		FIRST CLASS.		SECOND CLASS.		THIRD CLASS.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Glengarry					2	12					5	16
Stormont					3	11				2	7	26
Dundas					4	7					9	11
Prescott and Russell			3	1	3	3			1		4	7
Carleton					4	4			2		12	4
Leeds and Grenville			2		18	37			2		18	36
Lanark			1		8	19	1		1		12	38
Renfrew			3		3	8			1		7	8
Frontenac									1		1	6
Lennox and Addington					6	10			2		4	2
Prince Edward			3		10	5			4		11	6
Hastings			4		10	21			7		12	13
Northumberland									2		11	11
Durham					7	9			1		13	11
Peterborough					3	6			3		11	25
Victoria								1				
Ontario					19	12			2		16	8
York	1		1		7	5	1		43		29	37
Peel			3		2				4		5	3
Simcoe			1		12	1			9		35	17
Hatton			1						1		5	6
Wentworth			2		4	5			3		7	3
Brant					4	3			3		2	4
Lincoln			1		2	4			1		8	9
Welland			1		7				1		7	7
Haldimand									2		3	
Norfolk			2		3	11	1		2		1	
Oxford					6	2					16	17
Waterloo	1		1	2	5	5			3	2	13	5
Wallington			1		17	6			2		22	19
Grey			2		25	2			9	1	30	19
Perth	1		5		12	8			4	2	21	13

NUMBER of Certificates awarded by the Council of Public Instruction, and by the County and City Boards of Examiners, at the July and December Examinations, 1871.—*Continued.*

COUNTIES.	JULY EXAMINATIONS.						DECEMBER EXAMINATIONS.					
	FIRST CLASS.		SECOND CLASS.		THIRD CLASS.		FIRST CLASS.		SECOND CLASS.		THIRD CLASS.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Huron			3		27	9			8		19	18
Bruce			3		8	3			3		12	3
Middlesex	5		7	1	19	17	1		8	1	12	10
Elgin			1	1	6	9			3	5	11	17
Kent			1	1	1	2	1		6		14	27
Lambton			1		5	6			1	1	9	16
Essex			1		6	7	1		1		14	8
Toronto												
Hamilton						1				3		3
Kingston												
London										5		6
Ottawa					1				2	1	1	8
Total	9		54	10	279	275	6	1	150	65	456	511

LIST OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AT THE SPECIAL EXAMINATION IN MAY, AND BY THE COUNCIL OF PUBLIC INSTRUCTION AND THE COUNTY AND CITY BOARDS OF EXAMINERS, AT THE JULY AND DECEMBER EXAMINATIONS, 1871.

EXAMINATION IN MAY.

FIRST CLASS A.

Alexander, William.
Burrows, Frederick.
Clapp, David P.
Gordon, Nathaniel.
Hilliard, Thomas.
Kidd, William G.

Little Robert.
Miller, John R.
McCaig, Donald.
McCausland, William J.
McFaul, John H.

McKinnon, Donald J.
Ross, George W.
Somerset, John B.
Tilley, William E.
Willis, Robert.

JULY EXAMINATIONS.

BY THE COUNCIL OF PUBLIC INSTRUCTION.

Males.

FIRST CLASS A.

Name.	County.
Cameron, John.....	Grey.
*Hay, Andrew.....	Perth.
*Ross, A. W.	Middlesex.
Ross, W. H.	Middlesex.

FIRST CLASS C.

McTavish, P.....	Waterloo.
*Rae, A. M.....	York.
Thompson, J. C.....	Middlesex.
Tod, A.....	Middlesex.
Woodhull, T. B.	Middlesex.

BY THE COUNTY AND CITY BOARDS.

Males.

SECOND CLASS A.

Byam, J. W.....	Ontario.
Caldwell, William.....	Brant.
Cameron, John.....	Grey.
Cumming, William.....	Huron.
Dafoe, John Wesley.....	Hastings, North.
Finn, Thomas.....	Hastings, North.
Girardot, Ernest.....	Essex.
McClelland, Robert.....	Lincoln.
McCormack, Samuel S....	Peel.
McKerrall, Theophilus....	Kent.
McTaggart, Angus.....	Lambton.
O'Connor, William.....	Middlesex.
Ross, Niles.....	Prescott and Rus-
	sell.
Thompson, John R. J....	York.
Woodhull, T. B.....	Middlesex.

SECOND CLASS B.

Bell, Walter.....	Bruce.
Benson, James H.....	Prince Edward.
Bowerman, Cornelius....	Perth.
Brown, Arthur.....	Leeds and Gren-
	ville.
Campbell, John O.....	Norfolk.
Comerford, William.....	York.
Crawford, Duncan.....	Middlesex.
East, Cornelius.....	Middlesex.
Elliott, William H.....	Elgin.

*Normal School Students.

Name.	County.
Foster, Samuel.....	Huron.
Garrett, Glenholm.....	Prescott and Rus-
	sell.
Gordon, John.....	Wellington.
Gorman, Constantine W....	Renfrew.
Hall, Richard D.....	Bruce.
Hall, William H.....	Bruce.
Hammond, Thomas.....	Norfolk.
Hicks, Samuel.....	Huron.
Howell, William S.....	Prince Edward.
Johnson, Duncan.....	Middlesex.
Leavitt, T. W. H.....	Leeds and Gren-
	ville.
Minchin, William H.....	Hastings, North.
Moore, Henry, J.....	Grey.
McAlpine, Neil.....	Middlesex.
McDonald, Alexander....	Middlesex.
McEachren, Peter.....	Simcoe.
McGregor, Alex. S.....	Lanark.
McKillop, Alexander....	Renfrew.
McLean, Peter.....	Halton.
McTavish, Peter.....	Waterloo.
Nethery, Stephen B.....	Prince Edward.
Payne, George.....	Perth.
Phillips, E. G.....	Renfrew.
Pillar, Edwin W.....	Prescott and Rus-
	sell.
Poole, George V.....	Perth.
Rothwell, Benjamin.....	Perth.
Sexsmith, John A.....	Hastings, North.
Shanks, Robert P.....	Halton.
Sheehan, John.....	Perth.
Treadgold, George.....	York.

Female.

SECOND CLASS A.

Reilly, Ann.....	Elgin.
Ross, Maggie.....	Oxford.

SECOND CLASS B.

Black, Georgina.....	Oxford.
Dodds, Ellen.....	Middlesex.
Eadus, Abina E.....	Kent.
Harrison, Elizabeth.....	Middlesex.
Johnstone Anna N.....	Bruce.
McCall, Flora.....	Middlesex.
McLachlin, Annie.....	Middlesex.
McTavish, Margaret....	Dundas.

DECEMBER EXAMINATIONS.

BY THE COUNCIL OF PUBLIC INSTRUCTION.

Male.

FIRST CLASS A.

Name. County.

- *Derness, John.....Middlesex.
 *Hands, Jonathan G....Haldimand.

FIRST CLASS C.

- Brown, Arthur.....Leeds and Gren-
 ville.
 *Davis, Percy S.....Ontario.
 *Emerson, Samuel.....Essex.
 *McColl, Malcolm C....Kent.

Female.

FIRST CLASS C.

- *Nugent, Matilda.....Victoria.

BY THE COUNTY AND CITY BOARDS.

Male.

SECOND CLASS A.

- Abbott, William B.....York.
 Baird, GeorgeHuron.
 Balfour, John P.....Ontario.
 Barnes, Charles.....Lambton.
 Belfry, William J.....York.
 Bell, Thomas J.....Bruce.
 Campbell, Richard G....York.
 Carson, William J.....York.
 Cochrane, Robert.....Wellington.
 Cooley, John W.....Grey.
 Cruikshank, Robert....York.
 Derness, John .. .York.
 Dewart, Samuel H.....Peterborough.
 Duff, Andrew.....Huron.
 Duggan, Hugh.....Simcoe.
 Duncan, William.....Huron.
 Duncan, William A.....Carleton.
 Euart, William J.....York.
 Ferguson, James.....Huron.
 Ferguson, John .. .Simcoe.
 Frazer, Thomas.....Grey.
 Glenn, James M.....Elgin.
 Graham, Peter L.....Middlesex.
 Hammell, David.....Huron.
 Hands, Jonathan G....York.
 Hull, John B.....York.
 Jewett, Samuel E.....York.
 Jamieson, Hugh A.....Simcoe.
 Larkin, George.....Simcoe.
 Mackie, John McD.Perth.
 Maynard, Roger.....Wentworth.
 Moir, Robert.....York.
 Morrison, Donald.....York.
 Mulloy, Charles W....York.
 McAlease, William V...P. Edward.
 McColl, Malcolm C.....York.
 McDermid, Andrew.....York.
 McGill, Dugald.....York.

* Normal School Students.

Name. County.

- McGregor, John O....Wentworth.
 McIntyre, George A....Waterloo.
 McKenzie, Alexander...Middlesex.
 McFarlane, Peter A....York.
 McLachlan, Wm. G....Hastings.
 McLaughlin, Thomas...York.
 Nixon, James N.....York.
 Nixon, Samuel.....York.
 Oxenham, Richard J....Simcoe.
 Parlow, Edwin.....Ottawa.
 Porter, George H.....York.
 Rothwell, Benjamin....Perth.
 Scott, W. H.....Ontario.
 Sharman, George.....York.
 Shearer, Andrew.....Peterborough.
 Sliter, Alonzo.....York.
 Smith, George.....York.
 Smith, Archibald.....Ottawa.
 Stoddart, David.....Huron.
 Stull, J. F. A.....Wellington.
 Tom, John E.York.
 Vanderwoort, Elgin D...York.
 Williams, Samuel O....York.
 Wilson, James H.....Welland.

SECOND CLASS B.

- Amos, William T.....York.
 Andrew, Archibald.....Carleton.
 Armstrong, James W...Peel.
 Baird, John.....Middlesex.
 Barr, William.....York.
 Battel, Elias.....York.
 Batchelor, William A...Brant.
 Bell, Ranald.....Haldimand.
 Blatchford, George....York.
 Bonnar, Hector A.....Wellington.
 Boyle, David.....Wellington.
 Bradley, George.....Hastings.
 Braden, Thomas.....Peterborough.
 Brennan, John.....Wellington.
 Cadman, Asa J.....Lennox & Adding-
 ton.
 Campbell, John O.....Oxford.
 Campbell, Louis R.....Elgin.
 Carrier, Joseph.....Essex.
 Carson, Joseph T.....Welland.
 Coleman, Vincent A...Northumberland.
 Colton, John T.....York.
 Coltart, John.....Peel.
 Cumming, James.....Grey.
 Davis, James A.....Wentworth.
 Donovan, J.....Kent.
 Donovan, Patrick.....York.
 Dunham, Jonathan.....York.
 Eedy, John W.....York.
 Farrow, Asher.....Huron.
 French, Gilbert.....Northumberland.
 Fullarton, Thomas....Perth.
 Glass, James.....Simcoe.
 Gould, Abram.....Northumberland.
 Gordon, William A.....Middlesex.
 Grasley, Robert C.....Middlesex.

Name.	County.
Henderson, Andrew.....	Bruce.
Henderson, William.....	Northumberland.
Hicks, Richard.....	Kent.
Hind, William.....	York.
Hough, John W.....	Lennox and Ad- dington.
Hotson, Alexander.....	Oxford.
Hunter, W. J.....	Renfrew.
King, Joseph H.....	York.
Knott, Edmund.....	Kent.
Lee, Archibald.....	Prescott and Rus- sell.
Lewis, Francis A.....	Brant.
Little, William.....	Northumberland.
Lockhart, William.....	Simcoe.
Mackay, Adam W.....	Wellington.
Malcolm, George.....	York.
Moir, Andrew.....	York.
Molesworth, Arthur.....	Huron.
Moore, Robert E.....	Grey.
McClelland, William.....	Leeds and Gren- ville.
McDowell, Charles.....	Simcoe.
*McGurn, James.....	Kent.
McGirr, James.....	Prince Edward.
McKellar, Archd. R.....	Middlesex.
McKinnon, Archibald.....	Wellington.
McMillan, Robert.....	Wellington.
McNicholl, Eugene, C.....	York.
McLean, Gillean.....	Middlesex.
McQueen, Alexander.....	Kent.
McRae, Samuel.....	Waterloo.
Nairn, David.....	Wellington.
Platt, George A.....	Prince Edward.
Rankin, W. K.....	Simcoe.
Robertson, Neil.....	Oxford.
Ross, John.....	Halton.
Rutherford, Peter.....	Kent.
Scealy, Orlo.....	Elgin.
Shannon, John.....	Frontenac.
Shaw, Pringle.....	Middlesex.
Sheehan, John.....	Haldimand.
Sims, John J.....	Brant.
Slater, James.....	York.
Snelgrove, John S.....	Northumberland.
Scott, James.....	Leeds and Gren- ville.
Stephenson, D. E.....	Northumberland.
Stout, William.....	Bruce.
Sprague, William E.....	Prince Edward.
Sullivan, Cornelius F.....	Perth.
Switzer, Charles W.....	Peel.
Switzer, Joseph.....	Peel.
Tate, Thomas.....	Lanark.
Tubman, Thomas.....	York.
Wallace, Alexander, E.....	York.
Walsh, David.....	Durham.

Female.

SECOND CLASS A.

Armstrong, Martha.....	York.
Bemer, Emma.....	Elgin.
Christie, Amelia.....	London.

Name.	County.
Corrigan, Annie B.....	London.
Fraser, Maggie.....	Glengarry.
Gillespie, Julia M.....	York.
Hopkins, Elizabeth.....	London.
Hume, Annie.....	York.
Jack, Jessie.....	York.
Knowles, Lizzie.....	York.
Logan, Catharine B.....	York.
Norman, Phoebe E.....	York.
Rice, Amelia.....	York.
Robertson, Christina M.....	London.
Yates, Maggie.....	London.

SECOND CLASS B.

Abbott, Sarah J.....	Elgin.
Armour, Annie.....	Brant.
Black, Margaret.....	York.
Barbour, Agnes E.....	Perth.
Burns, Annie.....	Ontario.
Campbell, Belle.....	York.
Caughell, Annie.....	Elgin.
Cole, Margaret E.....	Lincoln.
Cull, Margaret.....	Wellington.
Davis, Emma.....	Hamilton.
Duvall, Margaret.....	York.
Ford, Adelaide J.....	York.
Greer, Rosa.....	York.
Gwatkin, Sarah.....	York.
Hagarty, Sara.....	York.
Hanning, Kate A.....	York.
Hay, Margaret.....	Lambton.
Hickie, Alicia.....	Ontario.
Hunter, Maggie J.....	York.
Jackson, Charlotte H.....	York.
Kay, Martha.....	York.
Kennedy, Alice S.....	Hamilton.
Kennedy, Anne.....	Hamilton.
Living, Anna M.....	Ottawa.
Lowther, Eliza.....	Lanark.
Lumsden, Louisa.....	York.
Main, Elizabeth F.....	York.
Marrett, Emily C.....	Middlesex.
Mark, Jessie.....	York.
Matthews, Charlotte.....	York.
Mills, Mary.....	York.
Moscrip, Ella.....	Perth.
McDowell, Sarah C.....	York.
McFarlane, Eliza.....	York.
McGeary, Eleanor.....	Simcoe.
McGregor, Maggie J.....	Glengarry.
McIntosh, Isabella.....	Oxford.
Norman, Annie E.....	York.
Sinclair, Isabella.....	Bruce.
Slocombe, Annie.....	York.
Smith, Eliza.....	York.
Thompson, Ada F.....	York.
Thorne, Mary.....	Oxford.
Weldon, Eveline O.....	Prince Edward.
Wills, Lizzie.....	York.
Wilson, Lizzie.....	York.
Wilson, Isabella.....	Grey.
Wise, Rachel.....	Elgin.
Wright, Sarah J.....	Elgin.
Woodhouse, Fanny.....	Ontario.

NUMBER of Certificates awarded by the Council of Public Instruction, and by the County and City Boards of Examiners,
at the July and December Examinations, 1872.

COUNTIES.	JULY EXAMINATIONS.						DECEMBER EXAMINATIONS.					
	FIRST CLASS.		SECOND CLASS.		THIRD CLASS.		FIRST CLASS.		SECOND CLASS.		THIRD CLASS.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Glengarry.....			1	2	1	14					1	9
Stormont.....					2	9					1	5
Dundas.....			4		4	21					6	10
Prescott and Russell.....					6	24						6
Carleton.....	2		3	1	15	20			3		6	7
Leeds and Grenville.....			1		4	61					4	13
Lanark.....			1		2	28					8	4
Renfrew.....			1		5	5					2	2
Frontenac.....			1	2	7	7					1	7
Lennox and Addington.....			5		2	13				3	3	11
Prince Edward.....					10	7					5	6
Hastings.....			3	1	7	15			3		10	21
Northumberland.....			5		20	14			1		8	9
Durham.....			2		9	9			2		6	7
Peterborough.....			1		5	3			1		6	10
Victoria.....			5	3	6	28			6	1	11	18
Ontario.....			6	1	9	9			2		14	17
York.....			3		19	8			9	7	12	15
Peel.....	1		3		9	5	1				5	2
Simcoe.....			12		26	18			1		25	12
Halton.....			1	1	12	9					4	5
Wentworth.....			5	2	6	2			1		5	3
Brant.....			3	3	6	13			4		3	15
Lincoln.....			4		8	7					5	6
Welland.....			3	1	3	14			1		6	11
Haldimand.....			3	1	12	13					4	7
Norfolk.....			1		3	3			3		2	6
Oxford.....			2	1	6				2		9	9
Waterloo.....			4		8	23					18	8
Wellington.....			8	6	16	18			4		14	21
Grey.....			4		21	24				2	20	17
Perth.....	4		10	1	14	12	1		2		10	9

NUMBER of Certificates awarded by the Council of Public Instruction, and by the County and City Boards of Examiners,
at the July and December Examinations, 1872.—*Continued.*

COUNTIES.	JULY EXAMINATIONS.						DECEMBER EXAMINATIONS.					
	FIRST CLASS.		SECOND CLASS.		THIRD CLASS.		FIRST CLASS.		SECOND CLASS.		THIRD CLASS.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Huron					32	18					12	11
Bruce			5		20	10			1		14	7
Middlesex	1		4	3	21	22			2		23	14
Elgin			8		12	15			2		9	22
Kent			5	1	11	22			2		8	10
Lambton			2		6	10					4	7
Essex	1		2		9	3					2	11
Toronto		1	5	12		7			4			
Hamilton				4	1	6					1	10
Kingston												7
London				4	1	7			1			6
Ottawa				2		6		1		1		
Total	9	1	144	53	394	583	3	1	60	14	307	413

LIST OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND
BY THE COUNTY AND CITY BOARDS OF EXAMINERS AT THE JULY AND DE-
CEMBER EXAMINATIONS, 1872.

JULY EXAMINATIONS.

BY THE COUNCIL OF PUBLIC INSTRUCTION.

Male.

FIRST CLASS A.

Name.	County.
*Carson, William J.....	Carleton.
*Emerson, Samuel.....	Essex.
*Moses, Clarke.....	Carleton

FIRST CLASS B.

*Birchard, Isaac J.....	Peel.
Cooley, John W.....	Perth.
Dixon, John.....	Perth.
*Goodbow, Alfred.....	Perth.
Mackie, John M.....	Perth.
*Telford, William R.....	Bruce.

Female.

FIRST CLASS B.

*Johnston, Phoebe J....	Toronto.
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BY THE COUNTY AND CITY BOARDS.

Male.

SECOND CLASS A.

Atter, Samuel.....	Lincoln.
Bradshaw, Wm. C.....	Simcoe.
Brown, Thomas M.....	Brant.
Cook, John W.....	Wentworth.
Cornell, Sandford A.....	Elgin.
Davison, John L.....	Toronto.
Dickie, John.....	Essex.
Dobbie, John.....	Welland.
Doran, Delph. J.....	Brant.
Farewell, Jerome.....	Ontario.
Ferguson, Robert.....	Grey.
Ferguson, Robert.....	Huron.
Foy, Joseph.....	Kent.
Goodbow, Alfred.....	Perth.
Hall, Thomas A.....	Brant.
Hewson, Alfred J.....	Haldimand.
Henstridge, J. W.....	Frontenac.
Hill, Alexander S. D.....	Wellington.
Houston, John A.....	Carleton.
Johnston, Adam.....	Dundas.
Johnston, William.....	Lambton.
Le Vaux, George V.....	Welland.
Miller, R. W.....	Huron.
Mills, Robert P.....	Elgin.
Milden, George.....	Prince Edward.
Munn, James [H.....	Frontenac.
McColl, Duncan.....	Middlesex.
McDonald, Donald.....	Grey.
McGoey, Thomas.....	Simcoe.
McKay, Matthew.....	Simcoe.
McLean, John A.....	Simcoe.

* Normal School Students.

Name.	County.
Neilly, William.....	Simcoe.
Potter, Thomas.....	Carleton.
Reid, John.....	Dundas.
Robb, David.....	Frontenac.
Shannon, John H.....	Simcoe.
Springer, Amaziah M.....	Elgin.
Standish, Bell.....	Peel.
Stewart, Duncan A.....	Middlesex.
Sutherland, Donald.....	Simcoe.
Sutherland, Martin.....	Huron.
Talbot, Richard.....	Wellington.
Telford, Wm. R.....	Toronto.
Thompson, Robert G.....	Lanark.
White, James.....	Perth.
Wood, James S.....	Simcoe.

SECOND CLASS B.

Amoss, James.....	Middlesex.
Anderson, A. R. J.....	Huron.
Armstrong, Moore.....	Perth.
Auley, George.....	Hastings, North.
Baltzer, Solomon.....	Essex.
Bonny, Alfred.....	Toronto.
Bowers, Alfred A.....	Bruce.
Bridgman, Marcus W.....	Wentworth.
Brown, William.....	York.
Bryden, John.....	Kent.
Bush, Edson.....	Dundas.
Cameron, John.....	Victoria.
Campbell, Alex. D.....	Wellington.
Campbell, Archibald G.....	Grey.
Cassidy, William.....	Victoria.
Chapman, George F.....	Norfolk.
Chisholm, Wellington P.....	Hastings, South.
Cook, Samuel.....	Leeds and Gren- ville.
Copeland, George.....	Waterloo.
Curts, Michael.....	Simcoe.
Davidson, Thomas U.....	Wentworth.
Davis, Flavel.....	Lincoln.
Dixon, John.....	Perth.
Donaldson, John H.....	Perth.
Duncan, George.....	Elgin.
Dunsmore, Andrew.....	Middlesex.
Eberle, Henry A.....	Kent.
Edgecumbe, George.....	Northumberland.
Eedy, John W.....	Middlesex.
Falconer, Elias.....	Peel.
Gallivan, Jeremiah.....	Hastings, South.
Gerrie, John.....	Waterloo.
Givens, David A.....	Frontenac.
Gould, David H.....	Simcoe.
Hamilton, George.....	Perth.
Harrison, James.....	Middlesex.
Haws, John D.....	Wellington.
Henderson, Anson.....	Ontario.
Hewgill, John.....	Grey.
Hicks, William T.....	Prince Edward.

Name.	County.
Hipwell, H. T.....	Simcoe.
House, Jeremiah G.....	Elgin.
Husband, Henry.....	Halton.
Jackson, Alfred.....	Wellington.
Jamieson, James.....	Carleton.
Johnston, Alex.....	York.
Johnston, James.....	Simcoe.
Johnston, Samuel F.....	Wellington.
Kelley, James.....	Lincoln.
Knight, Charles W.....	Kent.
Markley, Colin.....	Dundas.
Minshall, Henry.....	Kent.
Morrison, Malcolm.....	Welland.
Munro, Duncan.....	Elgin.
Munro, John.....	Toronto.
Munro, William.....	Oxford.
McCarter, John.....	Lanark.
McDonald, Alex.....	Elgin.
McEachern, Neil.....	Victoria.
McGrath, John.....	Northumberland.
McIntosh, Alexander.....	Bruce.
McIntosh, John.....	Glengarry.
McIntyre, D. A.....	Victoria.
McKinnon, Allan.....	Peel.
McKee, Alexander.....	Ontario.
McPhee, Alexander.....	Wentworth.
McPhee, Hugh.....	Wentworth.
McQuarrie, Hugh.....	Ontario.
McTavish, Alex. A.....	Middlesex.
Patton, William W.....	Oxford.
Pattison, Joseph W.....	Haldimand.
Rae, George H.....	Durham.
Redick, John W.....	Hastings, South.
Reed, Michael.....	Renfrew.
Richardson, Henry.....	Victoria.
Roberts, George R.....	Perth.
Robinson, Joseph.....	Lambton.
Robinson, Templeton C.....	Bruce.
Robbs, John.....	Frontenac.
Rowe, Edward J.....	Wellington.
Roulston, Samuel.....	Perth.
Rothwell, Benjamin.....	Bruce.
Ryan, James.....	Perth.
Sheehan, John.....	Haldimand.
Sherk, William.....	Waterloo.
Sherry, George J.....	Hastings, South.
Simmons, George.....	Lincoln.
Snyder, Edward.....	Ontario.
Somerville, George A.....	Perth.
Stewart, Andrew.....	York.
Stewart, Daniel A.....	Middlesex.
Stillwell, Nicholas.....	Elgin.
Stephens, Edward A.....	Toronto.
Taylor, James.....	Ontario.
Unsworth, Richard.....	Wellington.
Wilson, John.....	Huron.
Wrigley, George.....	Waterloo.
Youmans, James A.....	Prince Edward.

Female.

SECOND CLASS, A.

Name.	County.
Boyle, Jane.....	London.
Butterworth, Maria E.....	Ottawa.
Grant, Catharine.....	Haldimand.
Hoshal, Emma C.....	Welland.
Johnston, Phoebe J.....	Toronto.
Living, Anna M.....	Ottawa.
Main, Elizabeth F.....	Hamilton.
McMicking, Christy E.....	Wentworth.
Palmer, Louisa.....	Ontario.
Ritchie, Kate.....	Brant.
Simpson, Jessie A.....	London.
Slocombe, Annie.....	Hamilton.
Smith, Rachel.....	Brant.

SECOND CLASS, B.

Allen, Josephine.....	Frontenac.
Buchanan, Christina.....	Wellington.
Campbell, Ann.....	Wellington.
Campbell, Annie.....	Glengarry.
Campbell, Belle.....	Toronto.
Campbell, Emily F.....	Wellington.
Clark, Mary.....	Peterboro'.
Drury, Susan.....	London.
Ford, Lucy Agnes.....	Perth.
Grant, Margaret.....	Halton.
Gwatkin, Sarah.....	Toronto.
Hunter, Maggie Jane.....	Toronto.
Jones, Emma.....	Wellington.
Kennedy, Eliza.....	Carleton.
Kirkland, Mary R.....	Toronto.
Lumsden, Louisa.....	Toronto.
Mathews, Charlotte E.....	Toronto.
Mills, Mary.....	Kent.
O'Grady, Mary J.....	Hamilton.
Pentland, Jane M.....	Wentworth.
Purves, Agnes.....	Brant.
Rowe, Sarah J.....	Toronto.
Russel, Maggie.....	Oxford.
Scatchard, Jane W.....	Middlesex.
Scott, Amelia.....	Peterboro'.
Sims, Amelia.....	Toronto.
Slack, Mary F.....	Glengarry.
Smith, Janet.....	Middlesex.
Smith, Mary Jane.....	Peterboro'.
Skinner, Isabella J.....	Middlesex.
Stewart, Barbara F.....	Toronto.
Stirton, Annie.....	Hamilton.
Somerville, Harriet.....	Toronto.
Thexton, Mary Ellen.....	Victoria.
Wardell, Joanna.....	London.
Wallace, Lavinia M.....	Wellington.
Wills, Lizzie.....	Toronto.
Woollard, Charlotte.....	Frontenac.
Wright, Anna.....	Hastings, South.
Young, Jane F.....	Wellington.

DECEMBER EXAMINATIONS.

BY THE COUNCIL OF PUBLIC INSTRUCTION.

Male.

FIRST CLASS A.

Brown, Arthur.....Leeds.

*Somerville, G. A.....Perth.

Female.

*Living, Anna.....Ottawa.

FIRST CLASS B.

Male.

Cooley, Robert.....Peel.

BY THE COUNTY AND CITY BOARDS.

Male.

SECOND CLASS A.

Name.	County.
Anderson, Peter J.....	Hastings, North.
Barber, Albert.....	York.
Campbell, Walter R....	Welland.
Emerson, Wm. J.....	Victoria.
Gripton, Charles McP....	Brant.
Harvey, Wm. B.....	Grey.
Henderson, Anson G....	Ontario.
Jones, James L.....	Victoria.
Muckle, John.....	Kent.
Orr, Robert K.....	Durham.
Pedley, Charles S.....	Northumberland.
Reiner, William.....	London.
Richardson, Henry.....	Victoria.
Robinson, Templeton C..	Grey.
Somerville, George A....	Toronto.

SECOND CLASS B.

Badger, William.....	Toronto.
Baird, John R.....	Ontario.
Bennett, George.....	Norfolk.
Braithwaite, William...	York.
Byington, Edwin L....	Kent.
Campbell, George W....	Grey.
Campbell, John.....	Wellington.
Carroll, Wm.....	Wellington.
Costin, Richard.....	Brant.
Courtlandt, N. H.....	Norfolk.
Cowan, Richard.....	Brant.
Duncan, Edward.....	Carleton.
Elliott, John.....	Victoria.
Farrer, Homer.....	Carleton.
Ferrie, James.....	Wentworth.
Fletcher, Morris J.....	Toronto.
Gardiner, Samuel A....	Hastings, South.
Hart, Edward.....	Victoria.
Irwin, John.....	Hastings, South.
Jelly, David F.....	Middlesex.
Kantel, Frederick.....	Durham.

Name. County.

Keenan, David P.....	Carleton.
Laird, James W.....	Perth.
Law, David W.....	Wellington.
Le Febvre, John M.....	Toronto.
Mavety, Albert.....	York.
Mavety, Alexander.....	York.
Morrison, Hugh.....	York.
Murphy, Alexander.....	Brant.
McCulloch, Kenneth....	York.
McEachran, Duncan....	Wellington.
McEachern, Peter.....	Victoria.
McGregor, William.....	York.
McKay, Angus.....	Oxford.
McKay, John S.....	Oxford.
McKay, Donald.....	York.
McMain, Charles.....	Simcoe.
McRae, Roderic.....	York.
Smith, William H.....	Bruce.
Sheply, T. C.....	Perth.
Stanley, Uriah M.....	Middlesex.
Tudhope, Robert.....	Peterborough.
Wightman, E. G.....	Huron.
Wood, William S.....	Norfolk.
Young, Robert.....	Bruce.

Female.

SECOND CLASS A.

Sims, Amelia.....York.

SECOND CLASS B.

Anderson, Janet.....	Grey.
Armstrong, Isabella....	Lennox & Addington.
Armstrong, Maud M....	Lennox & Addington.
Belfour, Harriette.....	Lennox & Addington.
Campbell, Annie G.....	Grey.
Gray, Annie A.....	York.
Helliwell, Sarah.....	York.
Hunter, Maggie J.....	York.
Living, Eliza.....	Ottawa.
Overend, Elizabeth M...	York.
Somerville, Harriet....	York.
Stewart, Barbara.....	York.
Wallace, Eunice.....	Victoria.

APPENDIX G.

LIST OF HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., L.L.D. ; J. M. Buchan, M. A. ; S. Arthur Marling, M. A. ;

LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Arthur W. Ross.....	Glengarry and Town of Cornwall..	Alexandria.
Alexander McNaughton.....	Stormont.....	Newington.
Rev. Wm. Ferguson, A. M.	Dundas	Winchester.
Thomas Orton Steele.....	Prescott	L'Orignal.
Rev. Thomas Garrett.....	Russell	Bearbrook.
Rev. John May, M. A.	Carleton.....	Ottawa.
Rev. George Blair, M. A.	Leeds, &c., No. 3. and Town of Prescott	Prescott.
Robert Kinney, M. D.	do No. 2.	Brockville.
William R. Bigg.	do No. 1, and Town of Brockville	Brockville.
Henry Lloyd Slack, M. A.	Lanark and Town of Perth.....	Perth.
Rev. E. H. Jenkyns, M. A.	Renfrew	Pembroke.
John Agnew, M. D.	Frontenac	Kingston.
Frederick Burrows.....	Lennox & Addington and Town of Napanee	Napanee.
* J. W. Dafoe	Hastings, No. 1.	Madoc.
John Johnston	do No. 2.	Belleville.
Gilbert D. Platt.....	Prince Edward.....	Pictou.
Edward Scarlett.....	Northumberland & Town of Co- bourg	Cobourg.
John J. Tilley.....	Durham and Towns of Bowmanville and Port Hope.....	Bowmanville.
John Coyle Brown.....	Peterborough.....	Peterborough.
James H. Knight	E. Victoria and Town of Lindsay..	Lindsay.
Henry Reazin.....	W. do.....	Lindsay.
James McBrien.....	Ontario	Raglan.
James Hodgson.....	S. York	Yorkville.
David Fotheringham	N. York	Aurora.
Donald J. McKinnon	Peel	Brampton.
Rev. Wm. McKee.....	S. Simcoe	Clover Hill.
James C. Morgan, M. A.	N. Simcoe and Town of Barrie....	Barrie.
Robert Little.....	Halton and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth.....	Ancaster.
Michael Joseph Kelly, M. D.	Brant and Town of Brantford.....	Brantford.
John B. Somerset.....	Lincoln	St. Catharines.
James H. Ball, M. A.	Welland.....	Thorold.
Richard Harcourt, M. A.	Haldimand.....	York.
James J. Wadsworth, M. A., M. B.	Norfolk and Town of Simcoe.....	Simcoe.
William Carlyle.....	Oxford and Towns of Ingersoll and Tilsonburg.....	Woodstock.
Thomas Pearce.....	Waterloo and Town of Berlin.....	Berlin.
A. Dingwall Fordyce.....	N. Wellington	Fergus.
Rev. James Kilgour.....	S. do	Guelph.

* Provisional Inspector.]

LIST OF PUBLIC SCHOOL INSPECTORS—*Continued.*

NAME.	JURISDICTION.	POST OFFICE.
Thomas Gordon	N. Grey and Town of Owen Sound.	Owen Sound.
William Ferguson.....	S. do	Priceville.
William Alexander.....	Perth	Stratford.
John R. Miller.....	S. Huron and Town of Goderich...	Goderich.
Archibald Dewar	N. do	Seaforth.
Richard V. Langdon.....	E. Bruce and Town of Walkerton..	Walkerton.
Benjamin Freer.....	W. do	Kincardine.
S. P. Groat.....	E. Middlesex	London.
John C. Glashan	W. do and Town of Strathroy.	Strathroy.
A. F. Butler.....	Elgin	St. Thomas.
Edmund B. Harrison	Kent.....	Ridgetown.
George W. Ross, M. P.	Lambton, No. 1	Strathroy.
John Brebner.....	do No. 2, and Town of Sarnia	Sarnia.
Theodule Girardot.....	Essex, No. 1, and Town of Sand- wich	Sandwich.
James Bell.....	do No. 2, and Town of Am- herstburg.....	Oxley.
Rev. James Porter.....	City of.....	Toronto.
A. Macallum, M. A.....	"	Hamilton.
Professor N. F. Dupuis.....	"	Kingston.
J. B. Boyle.....	"	London.
Rev. H. J. Bothwick, M. A.	"	Ottawa.
John Johnson.....	Town of	Belleville.
W. H. Ross.....	"	Bothwell.
Rev. A. McColl.....	"	Chatham.
Rev. George Bell, B. A.....	"	Clifton.
Rev. Robert Rodgers.....	"	Collingwood.
Rev. James Herald.....	"	Dundas.
Rev. W. B. Evans.....	"	Durham.
Rev. J. B. Muir, M. A.....	"	Galt.
Rev. Robert Torrance.....	"	Guelph.
John Rodgers.....	"	Niagara.
Rev. Thomas Henderson.....	"	Paris.
James Stratton.....	"	Peterborough.
J. M. Platt, M. D.....	"	Picton.
John H. Comfort, M. D.....	"	St. Catharines.
Rev. D. Waters, M. A., L. L. D....	"	St. Marys.
Rev. George Cuthbertson.....	"	St. Thomas.
Rev. Ephraim Patterson.....	"	Stratford.
G. H. Smith.....	"	Whitby.
J. C. Patterson.....	"	Windsor.
Hugh McKay, D. M.....	"	Woodstock.

APPENDIX H.

THE GOVERNOR-GENERAL'S VISIT TO THE EDUCATIONAL DEPARTMENT, OCTOBER, 1872.

Among the most pleasurable incidents connected with public and social life in Ontario, none has equalled that of the recent auspicious visit of His Excellency the Governor General to its capital. The Earl of Dufferin, as the Representative of the Sovereign, has indeed even more than realized the ideal among all classes of Canadian people of what the Representative should be, not only in the execution of his civil duties thus far, but also in the discharge of the popular and social functions of his high office. These features of His Excellency's duties are confessedly among the most delicate and difficult which he can be called upon to discharge. And yet, by common consent, it was felt that he has not only performed them during his recent visit to Toronto with rare tact and discretion, but that he has succeeded in infusing into them a heartiness (or, as the Americans would say, a graceful "naturalness," which was most pleasant and winning. In doing so it was also felt that, apart from the Governor General's own *bonhomie* and good sense, there was imparted to the whole of His Excellency's movements and utterances an irresistible grace and charm by the presence and participation in them of the Countess of Dufferin. Gifted evidently with great amiability of disposition, Her Excellency blended with it a graciousness of manner which won all hearts, and gave to Lord Dufferin's official visits somewhat of that pleasant impressiveness which the condescension of a personal visit of the Sovereign would produce.

Thus much of the personal and social aspects of His Excellency's visits. These after all may be considered as the most pleasant and lasting in their effects; but yet there is another and higher aspect in which we should like to view them.

There are many who remember with unmingled satisfaction the zeal and ability with which the late lamented Lord Elgin identified himself with the benevolent and educational enterprises of the Province in his day, and sought, both by his presence and eloquent advocacy of their interests, to promote their growth and development among us. For many years after his retirement from Canada, the moral and social effects of his popular advocacy of these great interests were felt. And to his oft-repeated reference to the progress of our educational system, in his many speeches and addresses in England and Scotland, are we to this day, to a great extent, indebted for its popularity abroad. He brought the subject prominently before the English and general public, and thus awakened an interest in it,—as an experiment in colonial government and education—which leading statesmen in England have since shown in their desire to learn something more definitely of by personal inquiry or through royal commissions.

Lord Dufferin has happily sought to render a like service to the Province, and in doing so to give the full weight of his personal opinion and experience in this matter. He has not been content (as he himself expressed it) to accept for an acquaintance with our system of education mere popular report, or even the official reports of others, but he has endeavoured by personal inquiry and investigation to make himself acquainted with its leading principles and so to master its details as to be enabled to learn its quality and to estimate its value to the country. Not only has he obtained and examined the official reports on Education in Ontario, but, as an instance of his desire not simply to content himself with a mere formal visit (as was customary with others of his predecessors,) to the leading educational institutions in the city, we may mention that he paid at least two visits each to the University of Toronto and to the Education Department, in the latter of which he spent nearly two hours on his first visit and three on his second. Not only did he inspect with interest the various departments of these institutions, but he asked such practical questions in regard to what was shown him and sought such illustrations of the practical utility of what he saw, that he was able in his own mind to form an opinion of their value, or to judge of their adaptation to the ends sought to be attained. In doing this, His Excellency showed a tact and discrimination which was remarkable, and yet a courtesy as well as deference to those he addressed which (as coming from the Queen's Representative, and also the highest civil officer in the Dominion) was most pleasing and graceful.

In all this the Governor General has shown the rare sagacity and keen practical wisdom of a statesman and ruler. Not content merely to hold the reins of power with even justice, and to preside with impartial dignity over the interests of the Dominion, or to live in semi-official and elegant seclusion among the people whose affairs he has been appointed to administer, he has at once applied himself to the important, and, to him, most pleasing duty of acquainting himself with those affairs and interests. He has sought to obtain his information in regard to important branches of social science in this new country direct and from the most reliable sources. By personal inquiry and an inspection of the material evidences of the agricultural, mechanical, industrial and educational progress, and Christian benevolent enterprise which were presented to him, the Governor-General has endeavoured to obtain that practical information which will enable him to form a clear and definite judgment on the condition of the Province, an opinion on the practical character of its institutions—and an estimate of the number and efficacy of those great instruments of national progress and enlightenment, which the wisdom of Parliament, the sagacity of our statesmen and the Christian philanthropy of our people have put into operation.

Of the opinion which His Excellency has formed of our educational system and institutions he has been pleased to give utterance on several occasions. Of these, however, we will only select two—one in regard to his estimate of our system of popular education, and the other in regard to the Educational Institutions of Toronto. On the occasion of his visit to the Educational Department of Ontario, and in the course of his remarks to the students of the Normal School, he said:—

“I had felt some anxiety and interest to become acquainted with what I had understood to be one of the best systems of education in the world, and I must now express my complete satisfaction with what I have witnessed.”

On leaving the Educational Department, Lord Dufferin also—

“Expressed the great pleasure he had experienced in the inspection of the establishment, which, he said, was equalled by few of its kind in Europe, and remarked that its founders had built themselves a lasting monument.”

In regard to the educational institutions of Toronto, His Excellency, on leaving Toronto, directed Col. Fletcher, his Secretary, to address a formal letter of acknowledgment to His Worship the Mayor of the City. In that letter Col. Fletcher says:—

“Although the Governor-General's stay has been far shorter than he could have wished, His Excellency has had an opportunity of visiting some of the principal institutions of the town, and he cannot adequately describe the satisfaction he has experienced in observing the admirable footing upon which they are established. Those devoted to educational purposes have especially attracted his attention, as being equal, if not superior to any with which he is acquainted.”

Apart from the zest and novelty of such a visit and enquiry in a new country (which are, no doubt, congenial to Lord Dufferin's tastes), we think we have indicated some at least of the motives which have induced His Excellency (as did Lord Elgin) to devote so much care and attention to acquire the valuable information which he has obtained in his visits to the western parts of this Province.

There are also abundant evidences in Lord Dufferin's impromptu and yet studied utterances, that he has not undertaken his important duties without at least, an extensive preliminary study of our past history, and a tolerably correct estimate of the resources and capabilities of the Provinces in the Dominion. Did our space permit, we would gladly make many extracts from those speeches, but the nature of this periodical compels us to restrict ourselves to a record of His Excellency's visits to the educational institutions. This, from the great interest of the subject we have made as full as possible; and, in doing so, we have availed ourselves of the admirable reports of those visits published in the *Globe*, *Mail* and *Leader* newspapers.

1. VISIT TO THE EDUCATION DEPARTMENT FOR ONTARIO.

LORD DUFFERIN ON CANADIAN EDUCATION.

Their Excellencies the Governor-General and the Countess of Dufferin, accompanied by Col. Fletcher, visited the Educational Department on the 16th inst. The vice-regal party was received at the principal entrance by the Chief Superintendent of Education, Rev. Dr. Ryerson; the Deputy Superintendent, Dr. Hodgins; Very Rev. Dean Grasett, Chairman; and the following additional members of the Council of Public Instruction:—The Most Rev. the Archbishop of Toronto, Rev. Dr. McCaul, Rev. Dr. Jennings, Hon. William McMaster. The following gentlemen were also in attendance and were presented to their Excellencies in the vestibule:—The Hon. Attorney-General Crooks, the Right Reverend the Bishop of London; the Very Reverend Vicar-General Jamot, the Rev. Mr. Crinan, of Stratford; and the Rev. Dr. Davies, Principal of the Normal School. Their Excellencies were then conducted into the Theatre, in the body of which the children of the Model School were assembled, the pupils of the Normal School occupying the gallery. Over the entrance to the Theatre were the words "God save the Queen," enclosed in a border of coloured maple leaves, the work of Dr. May, Chief of the Depository Department, aided by some young ladies from the Model School. On the front of the gallery, facing the stage, was the Governor-General's motto "*Per vias rectas*," in green maple leaves. Over this was the word "Welcome," in autumn maple leaves, and surmounting all was the crown in flowers. The decorations inside the Theatre were the work of the young ladies of the Normal School, under the direction of William Armstrong, Esq., C. E., Drawing Master.

On the entrance of the Governor-General, all the pupils rose, and led by Mr. Sefton, sang the National Anthem, which, in common with the subsequent selections, was performed in a manner which did great credit to the ability of the teacher of music, and to the aptitude of the scholars. The Chief Superintendent, Deputy Superintendent, and members of the Council then descended to the foot of the dais, and the Dean of Toronto read the following address:—

"To his Excellency the Right Honourable the Earl of Dufferin, K.P., K.C.B., Governor-General of Canada, &c., &c., &c.

"*May it please your Excellency:*

"The Council of Public Instruction for the Province of Ontario, in unison with all classes of our fellow subjects, most cordially welcome you and the Countess of Dufferin to the country first selected as a home by the United Empire Loyalists of America, and to this seat of our educational operations. We welcome your Excellency not only as the honoured representative of our beloved Sovereign, as an experienced statesman and accomplished scholar, but as a known and earnest labourer in the cause of national education.

"To us as a body, since 1846, has been assigned the task of establishing the Normal and Model Schools for the training of teachers, framing the regulations for the management of the Public and High Schools, selecting the text books and books for prizes, and free libraries, while one of our number has been appointed to prepare and administer the school law and regulations. It has been our aim to devise and develop a system of sound universal education on Christian principles, imbued with a spirit of affectionate loyalty to the Throne and attachment to the unity of the Empire. In this great work we have been favoured with the protection and support of successive Administrations and Parliaments, without respect to party, and with the friendly co-operation of all religious persuasions. The schools under the Education Department have increased to the number of 4,703, and the pupils in them to the number of 454,616; the school accommodations, character and qualifications of teachers, and methods and efficiency of teaching, have advanced in proportion to the increase of schools and pupils, and the amount provided last year for the support of the schools, almost entirely by voluntary local rates, was \$2,326,808, being an increase on that of the preceding year of \$210,604.

"We trust and devoutly pray that your residence in Canada may be agreeable both to your Excellency and Lady Dufferin, and that your administration of the Government will be beneficial to all classes and sections of the Dominion.

"Signed by order and on behalf of the Council of Public Instruction for Ontario.

"H. J. GRASETT,
Chairman."

"16th October, 1872.

His Excellency replied verbally, as follows:—"Gentlemen,—In the first place I must express to you my very great regret that I have not been as punctual in meeting you here as I could have wished, but unfortunately we missed our way, and have been consequently delayed. The address with which you have been good enough to present me contains not only most kind expressions of welcome to myself and Lady Dufferin, on our arrival in this locality, but it also resumes in a few pregnant sentences the general nature of your labours, and the satisfactory results which have flowed from them. In the first place, therefore, I have to thank you, both on Lady Dufferin's part and on my own, for those kind expressions with which you have greeted us. I can assure you that it is indeed a very great satisfaction to us to feel that, in coming to this place, we have been welcomed by those who represent one of the most useful and one of the most successful institutions in Toronto. On the other hand I have to congratulate you upon those references which you have been able to make with justifiable pride to the fruit of your endeavours. I can well understand that, to those who have watched the gradual growth and extension of such an establishment as this, it must be delightful to reflect that from hence there have been year by year poured forth in every direction, and to every distant part of the province, pupils who in their turn have become teachers in their several departments, and have spread abroad that sound education and well-directed system of instruction which they have acquired within your walls. I am well aware that, until a very recent period, your efforts have been a good deal hindered by the want of proper class-books. That defect, thanks to the efforts, I understand, of one of your members, has been amply supplied, and I believe that the class-books of Toronto are now equal to any which can be found in any part of the world. I am also happy to think that I see before me a gentleman through whose strenuous efforts here and energetic exertions in visiting the various countries of Europe, as well as examining the different systems which have been pursued on the continent of America, a method of instruction has been introduced into Canada which probably resumes in itself all that is good in the various systems to be found elsewhere. But to myself especially, who, in Ireland, have been accustomed to live in the midst of religious contention, and where education is itself the battle-field upon which the conflicting denominations encounter each other with the greatest acrimony, it is the greatest pleasure to have met here to-day the distinguished representatives of so many different religious communions, and I must say it speaks very favourably for the liberality of sentiment and for the general enlightenment of the ecclesiastical bodies in this country that this should be the case. In this respect also, gentlemen, you have my hearty sympathy. It has always seemed to me a disgraceful thing that, in the great contention which we are waging with ignorance, and consequently with crime, the various religious denominations of Europe should not have yet learnt to put aside their jealousies and combine in so catholic a cause. I can only say, in addition to the few observations with which I have ventured to trouble you, that since my arrival in Canada I do not think I have ever found myself in a building which seems to combine in so favourable a degree all the necessary mechanical appliances for the dissemination of knowledge; nor, indeed, to judge by the intelligent and smiling faces of the numerous pupils before me, have I ever seen more promising materials on which, indeed, gentlemen, it must be a satisfaction to you to expend your energies and time. Again thanking you for the kind reception you have been good enough to give to Lady Dufferin and myself, I would conclude by wishing you, from the very bottom of my heart, the utmost success and prosperity in the time to come, and I trust that each succeeding year may enable you to extend the sphere of your beneficent labours."

His Excellency's remarks were greeted at their conclusion with loud applause.

The Model School pupils then sang "Hurrah for Canada." This was followed by

Moore's "The Last Rose of Summer," sung by the pupils of the Normal School in the gallery; after which the juniors sang another piece, the one selected this time being "The Sea is England's Glory." His Excellency expressed the pleasure which the performance had afforded him.—The Rev. Dr. Davies called for three "right loyal" cheers for the Queen, which were given with enthusiasm, that did not flag in the three cheers for the Earl and Countess of Dufferin which followed.

His Excellency then requested the authorities of the School to be good enough to give a holiday to all its pupils of both sexes, which was given, and also at his request to the employes of the Education Department. (Loud applause.)

The following officials of the department were then presented to their Excellencies by the Rev. Dr. Ryerson, Chief Superintendent:—Messrs. Alexander Marling, F. J. Taylor, J. T. R. Stinson, W. H. Atkinson, and W. E. Hodgins; the following of the Depository section were presented:—Dr. S. P. May, Messrs. H. M. Wilkinson, E. B. Cope, G. Barber, S. A. May, R. J. Bryce, R. Winstanley, F. Nudel, A. C. Paull, and A. Ditchburn.

The following teachers of the School were also presented:—Mr. Kirkland, M.A., Science Master, and Dr. Carlyle, Mathematical Master, Normal School; Messrs. Hughes Scott and McPhedrain, Boys' Model School; Mrs. Cullen, Miss Jones, Miss Adams, and Miss Carter, Girls' Model School.

Lord Dufferin then walked round among the pupils, to several of whom he addressed pleasant remarks. He was highly gratified with the intelligence shown by the children generally, and, with the Countess of Dufferin, also entered into pleasant conversation with the ladies who were present.

The pupils of the several Schools then left the Theatre, and after a short interval their Excellencies were conducted to the lawn in front of the west wing of the building, where the pupils of the first and second divisions of the girls' Model School were assembled. Under the direction of the veteran Major Goodwin, these young ladies went through a calisthenic exercise of a character somewhat trying to unpractised muscles. They proved themselves, however, quite *au fait*, and displayed wonderful ease and grace in the posturing which the nature of the exercise necessitated. They then formed in two ranks, and went through a portion of the ordinary company drill, wheeling, marching in line, doubling, and executing other movements, with the precision of a trained company of volunteers. They finished as they commenced, by a "retiring salute," a graceful movement which elicited a bow from His Excellency, and a deep courtesy from the Countess. Lord Dufferin complimented Major Goodwin on the excellent training of his squad, thanked the young ladies for their trouble, and said they would be quite a formidable troop to meet, and he should not like to charge them.

The viceregal party then proceeded to an inspection of the interior of the building. They were first conducted to the Council-room and library, where the minute book of the Council was produced, and the signatures of the Prince of Wales, Prince Arthur, the Grand Duke Alexis of Russia, and other distinguished visitors pointed out by Dr. Ryerson, at whose request both Lord and Lady Dufferin added their autographs. Dr. Hodgins produced some prize plans prepared for School-houses, and plans of rural School sections, and explained the arrangements in such cases to His Excellency. The Governor-General and Lady Dufferin were then shown the Depository packing room, stored with books ready for transportation to Schools requiring them. Conspicuous among the books lying on the counter were, by a coincidence, several copies of "Letters from High Latitudes." From this room the distinguished visitors proceeded to the map and apparatus Depository, and thence upstairs to the Museum. Lord Dufferin examined with much interest some of the paintings on the staircase, and then entered the Assyrian Room. Here great changes have recently been made. The arrangement of the whole museum has been vastly improved by Dr. May and his associates, under the supervision of Dr. Hodgins, and the Assyrian frescoes and the copy of the winged bull of the British Museum have been brought into greater relief, and had imparted to them a liveliness which at once strikes the eye of the visitor, by being bronzed and coloured in appropriate tints. Their Excellencies remained in this room a considerable time, examining all the objects in it with full appreciation of their excellence, and the Governor-General expressed his especial admiration of the happy thought of colouring the frescoes—an experiment on the part of

the department which had been ably wrought out. The vice-regal party then passed in succession through the rooms containing English engravings and photographs (among the first of the latter which caught Lord Dufferin's eye being some of his own relatives); that in which copies of the Dutch and Flemish masters were hung; the chamber devoted to paintings of Italian origin, and that containing illustrations of Canadian history alone. They next visited the room in which philosophical apparatus of every kind was exhibited; thence they passed to the hall devoted to sculpture and casts, and then returned to the ground floor. They were conducted through the saleroom and the offices of the Department, and took their departure, having passed nearly two hours in the institution. During his visit His Excellency made numerous inquiries in regard to various features of the School system of Ontario, of which he said he had heard so much. These were answered to his satisfaction, and evidently increased his interest in the success of the system.

Before leaving, the Earl of Dufferin expressed the great pleasure he had experienced in the inspection of an institution equalled by few of its kind in Europe, and remarked that its founders had built themselves a lasting monument. The distinguished party drove away amid hearty cheers from those assembled.

2. THE GOVERNOR-GENERAL'S INSPECTION OF THE NORMAL AND MODEL SCHOOLS.

When His Excellency the Governor-General paid his formal visit to the Normal School and educational Museum, on the 16th inst., his time was so fully occupied in receiving and replying to addresses, and in examining the interesting collection to be found in the Museum, that Lord Dufferin found it impracticable to remain long enough to inspect the Schools, and he then declared the pleasure it would give him to take an opportunity, before leaving Toronto, of making himself acquainted with the working of the Normal and Model Schools of Ontario. In accordance with this intimation, the 22 inst. was selected as the occasion when he would carry his intention into practice.

His Excellency arrived at the Institution at eleven o'clock, attended by Lieut. Coulson A. D. C., Lady Dufferin was prevented by a slight indisposition from accompanying him. The Governor-General was received by the Rev. Dr. Ryerson, Chief Superintendent of Education, Dr. Hodgins, Deputy Superintendent, Rev. Dr. Davies, Principal of the Normal School, Mr. Marling, Chief Clerk, and Dr. May, of the Depository. His Excellency's first visit was to the Model Schools. The School-room and class-rooms were all tastefully decorated by Mr. Hughes, Mrs. Cullen and the other teachers of the School. In the boys' School-room was the motto "Cead Mille Failthe": in the girls' School-room, "Welcome Lady Dufferin," and in the class-rooms monograms enclosed in circles and surmounted by Earl's coronets, all in Autumn leaves. In the large School-rooms were drawings in chalk, by Mr. W. Armstrong, C. E., Drawing master, and mottoes in old English written with the same material, by Mr. S. Clare, Writing master. The whole displayed great taste; but the *chef d'œuvre* was unquestionably a chalk drawing on the blackboard in the boys' School-room by Mr. Armstrong, representing in a most truthful manner two Indians shooting the rapids in a canoe, from the stern of which floated a pennon bearing his Excellency's motto "*per vias rectas*." By the side of this sketch was Lord Dufferin's coat of arms surmounted by a coronet and a banneret with the motto "straight forward," all delineated in chalk with surprising distinctness. His Excellency first visited the class-room of the 1st division of the girls' Model School, where the pupils were at work under Mrs. Cullen, the head mistress. A young lady named Louisa Connor presented a bouquet and holder to the Governor-General for the Countess which His Excellency very graciously received. The girls were questioned in arithmetic and mensuration by Mrs. Cullen, and answered with great readiness and precision. His Excellency took great interest in the proceedings, and questioned the head mistress as to the mode of teaching employed. A poetical selection having been very correctly read by the pupils of this division, Lord Dufferin proceeded to another room, which contained the girls of the 2nd division under the charge of Miss Jones. These sang two pieces with considerable taste, under the direc-

tion of Mr. H. F. Sefton, music master. One of the pupils, Alice Hay, presented His Excellency with a bouquet and holder, the gift of the 2nd division to Lady Dufferin. The Governor-General expressed the regret Her Excellency felt at her inability to be present. The girls of this division then went into the large School-room and read Elihu Burritt's "One niche the highest," in reference to which His Excellency briefly questioned them. He then proceeded upstairs to the 3rd division class-room, where he was also presented with a handsome bouquet and holder, for Lady Dufferin, by a pretty little girl named Florence Dunn, which Lord Dufferin received with a smile and thanks. The teacher of this division, Miss Adams, led the children in singing and questioned them in mental arithmetic, the answers being given with a rapidity and correctness marvellous in such young pupils. Hence His Excellency was conducted to the 1st division of the boys' School, where Mr. Hughes, head master, gave a lesson on Botany to allow the Governor-General to judge of the method of teaching. The boys then read aloud the Poet Laureate's poem on the Funeral of Wellington. The reading of some of the boys was especially good, and one earned a marked compliment from His Excellency. Lord Dufferin questioned the boys on the characters of Nelson, Wellington and Napoleon respectively ; and then proceeded to visit the 2nd division, whose teacher, Mr. Scott, put questions to the boys on the nature and classification of tactions and problems, testing his pupils' practical acquaintance with them. The next room visited was that containing the 3rd division. Here the teacher, Mr. McPhedrain, elicited proofs from the members of this junior division of their knowledge of English Grammar, and His Excellency also put a few questions on the same subject. The last division in the Model School, the 4th of boys, who were all of tender years, was then examined in elementary arithmetic and natural history, partly by His Excellency and partly by the teacher, Miss Carter.

The Vice-regal party then went into the Normal School. In one of the lecture halls, upstairs, the 2nd division were assembled under instruction from Dr. Carlyle, mathematical master. Dr. Carlyle briefly examined the male and female pupils in physiology, and Dr. Davies in analysis.

His Excellency then congratulated the students on the means they had afforded them for qualifying themselves for the career before them. Even should circumstances hereafter preclude their fulfilling their present intention in that respect, they would never have cause to regret the time they had spent there or the lessons they had learnt, which would give them a foundation of education which would prove an endless source of delight to them in after life, and would enable them to turn to the best advantage whatever opportunities might arise. If he might venture to offer a recommendation to those who were about to repair as masters and mistresses to the several local Schools in the country, it would be to be very careful to do their best to develop the general intelligence of their pupils, by not merely going through the routine of the several courses which might be prescribed by the authorities of the School, but by seeing that, in giving answers, their pupils thoroughly understood the process by which those answers should be arrived at. He also urged them to pay strict attention to teaching the children to pay due and proper respect to those who were older than themselves, to show deference to age wherever they met with it.

His Excellency next visited a lecture-hall downstairs, where the more advanced pupils of the 1st division were receiving instruction in chemistry from Mr. T. Kirkland, A.M., Science Master. After listening to a portion of Mr. Kirkland's lecture, and witnessing some of the experiments by which it was illustrated, Lord Dufferin repeated in substance the remarks he had just made to the 2nd division pupils, adding an expression of the anxiety he had felt to become acquainted with what he had understood to be one of the best systems in the world, and of his complete satisfaction with what he had witnessed. He then returned to the boy's School-room, where all the Model School boys were congregated. His Excellency took a seat on the platform and listened to a recitation by two boys, named McPherson and Hodgetts, of Sir Walter Scott's "Parting of Douglas and Marmion," which had been altered by Mr. Hughes from the narrative to the dialogue form. The recitation was given in a highly creditable manner, and so gratified His Excellency that he expressed his desire to have the boys presented to him. He shook hands and conversed with them briefly ; after which the boys of the 2nd, 3rd and 4th divisions

left the hall, and those of the first division went through a short examination in drawing, conducted by his Excellency, who took the chalk in his hand, and illustrated on the black-board the first principles of perspective of which he is an able master, greatly to the amusement of the boys at the expertness of their novel teacher. He then proceeded to the gymnasium where the boys of the 2nd and 3rd divisions were exercised in drill and gymnastics by Major Goodwin. The drill was highly creditable and elicited the warm commendation of Lord Dufferin and Mr. Coulson. Some of the lads showed considerable skill on the horizontal bar, and were complimented by the Governor-General on their ability. His Excellency accompanied by Mr. Coulson, left the building shortly before two o'clock, and returned on foot to Holland House, having been nearly three hours in the establishment.

APPENDIX I.

I.—NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES AND WHO ARE ELIGIBLE TO BE APPOINTED PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO.

Note.—All inspectors will be *ex-officio* members of the Boards of Examiners for their respective counties.

NAME.	POST OFFICE.	COUNTY.
Agnew, John, M.D. *	Portsmouth.....	Frontenac.
Alexander, William *	Stratford	Perth.
Bigg, E. M., M.A. *	Vienna	Elgin.
Blaicher, Peter C. *	Hamilton.....	Wentworth.
Brebner, John *	Ottawa	Carleton.
Brown, James Coyle *	Peterborough	Peterborough.
Bigg, William R. *	Brockville	Leeds.
Brown, Alick Howard	Tilsonburgh	Oxford.
Brown, Arthur.....	Newboro.....	Leeds.
Ball, James H., M.A. *	Thorold	Welland.
Burrows, Frederick *	Napanee	Addington.
Burt, Rev. F. *	Minden	Peterborough.
Blair, Rev. George, M.A. *	Prescott	Grenville.
Bradbury, Joel Lawton, M.A. *	Gananoque	Leeds.
Ballard, Wm. Henry, B.A. *	Whitby	Ontario.
Clarke, J. A., B.A. *	Picton	Prince Edward.
Clarkson, Charles.....	Paris	Brant.
Carlyle, William *	Galt	Waterloo.
Carman, Robert B., M.A. *	Belleville.....	Hastings.
Carson, W. J. *	London	Middlesex.
Clapp, David P. *	Wellington	Prince Edward.
Clendenning, Wm. Scott	Point Edward	Lambton.
Coleman, Rev. A. H., B.A. *	Vankleekhill	Prescott.
Colter, C. W., B.A. *	Dunnville	Haldimand.
Davey, Peter N. *	Perry Town.....	Durham.
Derness, John.....	Lucan	Middlesex.
Dewar, Archibald *	Seaforth	Huron.
Douglas, Wm. Alexander	Newburgh	Addington.

* These gentlemen have been appointed Inspectors. A number of certificates have already been issued to persons eligible as Inspectors in certain specified counties, cities and towns; and as *Examiners*, in addition to the above.

**NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES AND WHO ARE ELIGIBLE TO BE
APPOINTED PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO.**

Note.—All inspectors will be *ex officio* members of the Boards of Examiners for their respective counties.

NAME.	POST OFFICE.	COUNTY.
Dunn, J. Murison, B.A.	Guelph.....	Wellington.
De la Matter, Henry	Fonthill	Welland.
Donelly, Joseph Henry	Treacastle	Wellington.
Dupuis, W. T., M.A. *	Kingston	Frontenac.
Emerson, Samuel.....	Sandwich.....	Essex.
Fullerton, James.....	Galt.....	Waterloo.
Freer, Benjamin..... *	Kincardine.....	Bruce.
Ferguson, Rev. W., A.M..... *	Winchester.....	Dundas.
Foreman, William	Granton.....	Middlesex.
Fotheringham, David	Thorold.....	Welland.
Gick, Henry.....	Toronto.....	York.
Ganton, Stephen	Oakville.....	Halton.
Glashan, John C. *	Toronto.....	York.
Groat, Stillman P..... *	London.....	Middlesex.
Gray, James B.....	Galt.....	Waterloo.
Gordon, Nathaniel	Wellington.....	Prince Edward.
Gordon, Rev. James, M.A.....	Crumlin.....	Middlesex.
Garrett, Rev. Thomas, B.A..... *	Bearbrook.....	Russell.
Hay, Andrew	Stratford	Perth.
Hill, Rev. G. S. J., M.A.....	Unionville.....	York.
Hilliard, Thomas.....	Waterloo.....	Waterloo.
Harcourt, Richard, M.A..... *	York.....	Haldimand.
Hodgson, James..... *	Weston.....	York.
Hughes, J. H., M.A.	Toronto.....	York.
Jenkyns, Rev. E. H., M.A. *	Pembroke.....	Renfrew.
Johnston, John	Belleville.....	Hastings.
Kelly, Michael J., M.D..... *	Brantford	Brant.
Kinney, Robert, M.D..... *	Brockville.....	Leeds.
Knight, James H. *	Lindsay.....	Victoria.
Kidd, William G.....	Fergus.....	Wellington.
Langdon, Richard V.....	Walkerton	Bruce.
Little, Robert..... *	Acton.....	Halton.
Livingston, John.....	Toronto.....	York.
Laing, Rev. John, M.A.	Cobourg.....	Northumberland.
Malloch, Donald McGregor	Clinton.....	Huron.
Mills, James, B.A.	Cobourg.....	Northumberland.
May, Charles Henry	Columbus.....	Ontario.
Millar, John.....	St. Thomas.....	Elgin.
Miller, John R..... *	Goderich.....	Huron.
McCaig, Donald	Rockwood.....	Wellington.
McCausland, W. J.....	Woodstock.....	Oxford.
McFaul, John H.....	Peterborough.....	Peterborough.
McKinnon, Donald J..... *	Owen Sound.....	Grey.
McColl, Hugh	London.....	Middlesex.
McLean, John.....	St. Thomas.....	Elgin.
McKay, Hugh Munro..... *	Woodstock	Oxford.

NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES AND WHO ARE ELIGIBLE TO BE APPOINTED
PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO.—*Continued.*

Note—All inspectors will be *ex-officio* Members of the Boards of Examiners for their respective counties.

NAME.	POST OFFICE.	COUNTY.
McKee, Rev William, B.A.....*	Gifford.....	Simcoe.
McDowall, Joseph W.....	Wallaceburg.....	Kent.
McDiarmid, Donald, M.D.	Athol.....	Glengarry.
McKee, Rev. Thomas.....	Clover Hill.....	Simcoe.
Mackintosh, William.....	Baltimore.....	Northumberland.
MacNab, Rev. F. F., B.A.....	L'Orignal.....	Prescott.
Moses, Clarke.....	Colborne.....	Northumberland.
Murray, Alexander, M.A.	Colborne.....	Northumberland.
McNaughton, Alexander.....*	Newington.....	Stormont.
Muir, Rev. J. B., M.A.	* Galt.....	Waterloo.
McLean, Peter.....	Morrison.....	Wellington.
Moore, Charles Boyd.....	Brantford.....	Brant.
Moran, John Moran.....	Philipsburg.....	Waterloo.
McBrien, James.....	* Raglan.....	Ontario.
May, Rev. John, M.A.	* Ottawa.....	Carleton.
McCallum, Archibald, M.A.....*	* Hamilton.....	Wentworth.
McClatchie, Alfred, B.A.....	Wallbridge.....	Hastings.
Matheson, Robert, B.A.	Clinton.....	Huron.
Moore, John, B.A.	Norwood.....	Peterborough.
Morgan, James C., M.A.	* Barrie.....	Simcoe.
Nelles, W. W., M.A.	Norwich.....	Oxford.
Nichol, William, M.D.	Brantford.....	Brant.
Nichols, Wilnot M., B.A.....	Collingwood.....	Simcoe.
Ormiston, David, M.A.	Brantford.....	Brant.
Patterson, E. G., M.A.	Hamilton.....	Wentworth.
Platt, John Milton, M.D.....*	* Picton.....	Prince Edward.
Purslow, Adam.....	Port Hope.....	Durham.
Preston, James, B.A.	Goderich.....	Huron.
Price, Robert.....	Keswick.....	York.
Pearce, Thomas.....	* Berlin.....	Waterloo.
Ridgway, Robert.....	Toronto.....	York.
Ross, Donald Wilson, B.A.....	Walkerton.....	Bruce.
Ross, George W., M.P.....*	* Strathroy.....	Middlesex.
Ross, W. H.....	Bothwell.....	Kent.
Reazin, Henry.....	* Lindsay.....	Victoria.
Rodgers, Rev. Robert.....*	* Collingwood.....	Simcoe.
Smith, Joseph H.	* Appleby.....	Halton.
Sullivan, Dion C., LL.B.....	Brantford.....	Brant.
Steele, Thomas O.	* London.....	Middlesex.
Shaw, John.....	Omamee.....	Victoria.
Smith, Rev. J. C., M.A.....*	* Belleville.....	Hastings.
Somerset, John B.....*	* St. Catharines.....	Lincoln.
Slack, Henry Lloyd, M.A.	* Arnprior.....	Renfrew.
Strauchon, George.....	Woodstock.....	Oxford.
Sinclair, William, B.A.	Brampton.....	Peel.

NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES AND WHO ARE ELIGIBLE TO BE APPOINTED
PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO.—*Concluded.*

Note.—All inspectors will be *ex-officio* members of the Boards of Examiners for their respective counties.

NAME.	POST OFFICE.	COUNTY.
Thompson, John, B.A.	Kincardine	Bruce.
Tilley, William Edward	Bowmanville	Durham.
Unsworth, Richard, B.A.	W. Garafraxa	Wellington.
Vanslyke, George Washington	Hamilton	Wentworth.
Verner, Arthur, B.A.	Sandwich	Essex.
Withrow, Rev. W. H., M.A.	Niagara	Lincoln.
Wood, Benjamin Wills	Heathcote	Grey.
Wadsworth, James J., M.A., M.B.*	Simcoe	Norfolk.
Wilkinson, William, B.A.	Mohawk	Brant.
Waters, Rev. D., M.A., LL.D.	St. Marys.	Perth.
Wilson, John	Liskeard	Durham.
Willis, Robert	Toronto	York.
Wright, Daniel	Craigleith	Grey.
Wright, Rev. Peter	Ingersoll	Oxford.
Whitney, W. A.	Iroquois	Dundas.
Young, F. H., B.A.	Toronto	York.
Young, George, M.A.	Trenton	Hastings.

II.—TEACHERS RETIRED FROM THE PROFESSION, DURING 1871-2.

STATEMENT of Teachers who have given notice of retirement from the profession, as provided by the School Law of 1871, 34 Victoria, chapter 33, section 43.

NAME.	COUNTY.	SUBSCRIPTION RETURNED, AND DATE.
1 Anderson, J. A. R.	Wellington	\$2.....April, 1872.
2 Arnold, J. S.	Kent	2.....November, 1872.
3 Babe, Thomas	Peel	2.....August, 1872.
4 Balfour, W. D.	Lincoln	1.....December, 1871.
5 Beattie, Wm.	Peel	2.....May, 1872.
6 Beeman, M. J.	Lennox	1.....October, 1872.
7 Bell, Alex.	Wentworth	2.....March, 1872.
8 Birdsall, L. E.	Lincoln	3.....August, 1872.
9 Byam, John W.	Ontario	2.....September, 1872.
10 Burrows, F.	Lennox	1.....September, 1871.
11 Bretherton, George	Lennox	1.....October, 1871.
12 Carolan, Joseph	Haldimand	2.....September, 1872.
13 Corrigan, Robert	Ontario	1.....January, 1872.
14 Curtis, M.	Grey	2.....April, 1872.
15 Charles, John L.	Brant	4.....June, 1872.
16 Crews, L. W.	Oxford	3.....September, 1872.
17 Dingman, W. E.	P. Edward	.....December, 1872.
18 East, Corn.	Toronto	3.....December, 1872.
19 Eyvel, George	Perth	3.....November, 1872.
20 Ferguson, S.	Renfrew	2.....August, 1872.

TEACHERS RETIRED FROM THE PROFESSION, DURING 1871-2.—*Continued.*

STATEMENT of Teachers who have given notice of retirement from the profession, as provided by the School Law of 1871, 34 Victoria, chapter 33, section 43.

NAME.	COUNTY.	SUBSCRIPTION.	
		RETURNED,	AND DATE.
21 Fydell, T. R.	Simcoe	\$3.....	September, 1872.
22 Forde, J. H.	Carleton	2	July, 1872.
23 Fullerton, James	Waterloo	2	June, 1872.
24 Flood, James	Peterborough	2	March, 1872.
25 Godbold, Sylvester	Waterloo .....	.....	December, 1872.
26 Hutchins, J. H.	York	2	April, 1872.
27 Hughes, Samuel	Durham	2	March, 1872.
28 Hughes, John	Dundas	2	December, 1872.
29 Harold, Richard	Waterloo	3	September, 1872.
30 Hall, W. M.	Bruce	2	October, 1872.
31 Hunter, W. D.	Peel	1	July, 1872.
32 Hutchinson, John	Waterloo	3	November, 1872.
33 Harwood, W. C. M.	Halton	2	August, 1872.
34 Harrison, J. W.	Kent	2	September, 1872.
35 Irvine, C.	Hastings ..	2	May, 1872.
36 Johnston, W. L.	Peterborough	4	June, 1872.
37 Kennedy, Neil	Middlesex ..	2	November, 1872.
38 Kenny, James	Leeds	2	June, 1872.
39 Lewis, T. H.	Lambton	1	February, 1872.
40 Little, William	Hastings	2	April, 1872.
41 Lloyd, Nelson	Bruce	3	December, 1872.
42 Lynd, A.	Simcoe	2	April, 1872.
43 Langford, C. J.	Grey	2	May, 1872.
44 Luton, Albt.	Elgin	1	July, 1872.
45 Martin, R. T.	Wellington	1	February, 1872.
46 Menzer, S. S.	Waterloo	1	November, 1872.
47 Morrison, John	Bruce	2	February, 1872.
48 Muir, J. M.	Waterloo .....	.....	December, 1872.
49 Mills, Samuel	Simcoe	1	February, 1872.
50 Moorehouse, J. H.	Hastings	1	February, 1872.
51 Minaker, William	P. Edward	2	April, 1872.
52 Mann, J. R.	York	1	July, 1872.
53 McKay, George D.	Bruce	3	December, 1872.
54 McMillan, M.	Welland	1	December, 1871.
55 McDonald, Donald	Halton	1	January, 1872.
56 McTaggart, Angus ..	Lambton	2	April, 1872.
57 McAuliffe, J.	Simcoe	2	July, 1872.
58 McBride, Angus	Kent	2	October, 1872.
59 McBride, John	Waterloo	3	December, 1872.
60 McPherson, Duncan	Oxford	2	October, 1872.
61 McTavish, Peter	Waterloo	3	October, 1872.
62 Norton, Thomas	Grey	1	October, 1871.
63 Nelles, J. M.	Brant	2	September, 1872.
64 Paterson, David S.	Victoria	3	September, 1872.
65 Ross, George	Ontario	3	October, 1872.
66 Robinson, R.	Welland	1	September, 1871.
67 Stalker, John	Kent	2	April, 1872.
68 Stevenson, G. W.	Ontario	2	May, 1872.
69 Shaw, Thomas	Wentworth	2	May, 1872.
70 Scott, D. H.	Lennox	2	May, 1872.

TEACHERS RETIRED FROM THE PROFESSION—*Continued.*

STATEMENT of Teachers who have given notice of retirement from the profession as provided by the School Law of 1871, 34 Victoria, chapter 33, section 43.

NAME.	COUNTY.	SUBSCRIPTION RETURNED, AND DATE.
71 Sinclair, Colin.....	Elgin	\$1..... June, 1872.
72 Sinclair, J. C.	Perth	2..... April, 1872.
73 Sparling, A. W.	Haldimand	3..... November, 1872.
74 Scott, Alex. A.	Oxford	1..... December, 1871.
75 Smith, James R.	Welland.....	3..... November, 1872.
76 Smith, W. E.	Kent	1..... October, 1871.
77 Smyth, T. H.	Ontario	3..... November, 1872.
78 Sanderson, Thomas	Peel	2..... July, 1872.
79 Snyder, Thomas	Waterloo	3..... November, 1872.
80 Thompson, W. H.	Haldimand	3..... August, 1872.
81 Willson, Robert E.	Haldimand	1..... August, 1872.
82 Williams, Daniel	Durham	2..... August, 1872.
83 Woodhull, T. B.	Middlesex	1..... September, 1872.
84 Wallace, Joseph	Carleton	2..... November, 1872.
85 Agnew, Robert	Grey	3..... February, 1873.
86 Campbell, James.....	Peterborough	3..... January, "
87 Cross, W. H.	Halton	4..... March, "
88 Dingman, W. E.	P. Edward	2..... January, "
89 Eastman, S. H.	Wellington	3..... January, "
90 Elliott, George M.	Elgin	3..... March, "
91 Fitzwilkins, O.	Lincoln	3..... January, "
92 Fitzsimmons, W.	Wellington	4..... March, "
93 Forsyth, David	Waterloo	2..... January, "
94 Gunn, Robert.	Essex	3..... January, "
95 Godbold, S.	Waterloo	3..... January, "
96 Graham, John	Wellington	2..... January, "
97 Joseph, Anthony	Waterloo	3..... February, "
98 Laing, S. L.	Simcoe	3..... January, "
99 Leroy, S. E.	Prescott.....	3..... February, "
100 Ludlow, James	Peel	3..... February, "
101 McDougall, P.	Middlesex	3..... March, "
102 McKenzie, D. C.	Wellington	3..... March, "
103 McCann, J. A.	Leeds	3..... Feb. & Mar. "
104 McGregor, A. F.	Victoria	3..... February, "
105 McIntyre, Neil	Elgin	3..... March, "
106 McIntyre, Alex.	Essex	4..... March, "
107 McLaren, Alex.	York	4..... January, "
108 McKee, George	Oxford	3..... February, "
109 Mitchell, J. C.	Durham	3..... March, "
110 Muir, J. M.	Waterloo	2..... February, "
111 Morrison, M. M.	Bruce	2..... January, "
112 Nesbitt, A. K.	Simcoe	3..... January, "
113 O'Neill, James	Peterborough	2..... February, "
114 O'Neill, Michael	Victoria	2..... February, "
115 Parliament, H. J.	Northumberland	3..... February, "
116 Riddell, George	Northumberland	2..... March, "
117 Robertson, J. P.	Carleton	3..... January, "
118 Snowdon, T. J.	Simcoe	3..... January, "
119 Smith, J. B.	Durham	3..... January, "
120 Spencer, H. H.	Simcoe	3..... January, "

TEACHERS RETIRED FROM THE PROFESSION, DURING 1871-2—*Continued.*

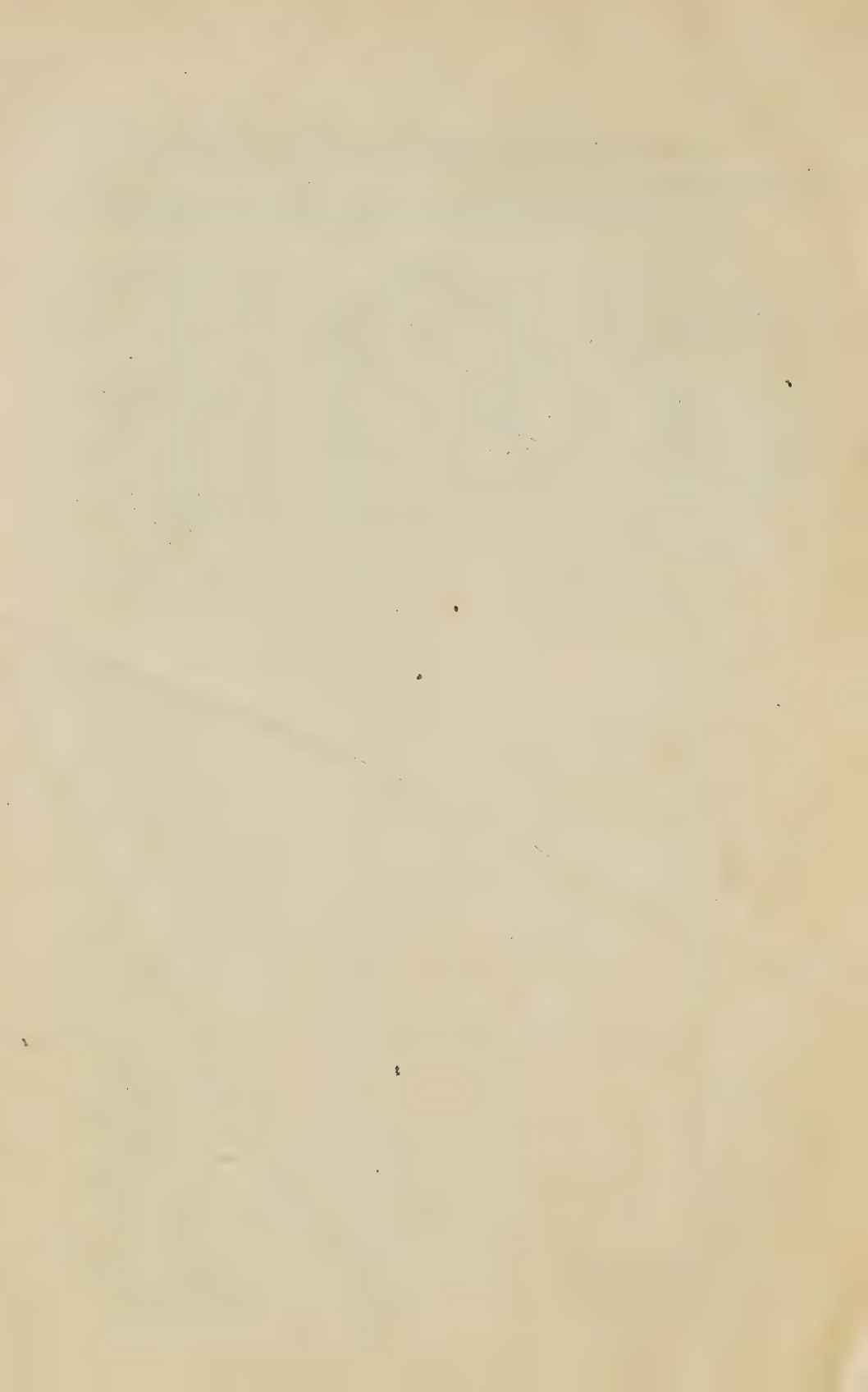
STATEMENT of Teachers who have given notice of retirement from the profession, as provided by the School Law, of 1871, 34 Victoria, chapter 33, section 43.

NAME.		COUNTY.	SUBSCRIPTION RETURNED, AND DATE.	
121	Stewart, D. A.	Middlesex	\$3	January, "
122	Sinclair, A. J.	Elgin	3	January, "
123	Stanley, V. M.	Oxford	3	January, "
124	Silcox, J. B.	Lambton	3	February, "
125	Wright, Arthur	Grey	3	March, "
126	Williams, James R.	Elgin	2	March, "
127	Anderson, John	Bruce	2	May, "
128	Burns, James	Renfrew	4	September, "
129	Carpenter, J. O.	Wentworth	2	April, "
130	Crookshanks, Simon	Hastings	2	April, "
131	Crawford, George E.	P. Edward	2	June, "
132	Coulter, Robert	Essex	4	July, "
133	Donnelly, James	Simcoe	3	October, "
134	Bingeman, Joseph	Oxford	3	May, "
135	Elliot, George	Welland	4	October, "
136	Foran, James M.	Wentworth	2	May, "
137	Garner, Charles	Perth	2	June, "
138	Gerrard, Alexander	Huron	2	September, "
139	Gerrard, J. E.	Waterloo	5	September, "
140	Gilbert, G. S.	Elgin	3	September, "
141	Henry, William	Toronto	5	October, "
142	Harris, J. H.	Durham	2	April, "
143	Howe, Henry V.	Grey	3	May, "
144	Jenkins, A. H. M.	Wellington	3	July, "
145	Johnson, Wm. D.	Toronto	4	October, "
146	Kaercher, J. G.	Simcoe	4	April, "
147	Kiernan, Wm. M.	Do	4	May, "
148	Libb, John C.	Toronto	5	October, "
149	Ledingham, George	Do	4	October, "
150	Little, W.	Hastings	1	September, "
151	Moulton, Proctor	Victoria	3	April, "
152	Miller, Thomas F.	Huron	3	July, "
153	Moore, John M.	London	4	May, "
154	McKee, George	Oxford	1	April, "
155	McArton, Stuart	Lanark	4	July, "
156	Munroe, John A.	Lambton	4	September, "
157	Mortimer, R. S.	Wellington	3	May, "
158	McLean, William	Simcoe	4	October, "
159	McFarlane, Robert	Bruce	4	October, "
160	McGregor, John O.	Toronto	4	October, "
161	McCormack, J. C.	London	3	May, "
162	Ockley, R.	Frontenac	1	April, "
163	Quin, Wm.	Grey	2	May, "
164	Russell, W. D.	Peterborough	3	April, "
165	Riddell, Wm.	Northumberland	3	April, "
166	Rae, George	Durham	2	September, "
167	Rowe, Edward J.	Peel	3	September, "
168	Read, Joseph	Leeds	5	October, "
169	Stewart, Alexander	Huron	1	May, "
170	Stuart, W. T.	Grey	3	May, "

TEACHERS RETIRED FROM THE PROFESSION, DURING 1871-2—*Concluded.*

STATEMENT of Teachers who have given notice of retirement from the profession, as provided by the School Law of 1871, 34 Victoria, chapter 33, section 43.

	NAME.	COUNTY.	SUBSCRIPTION	
			RETURNED,	AND DATE.
171	Sparling, Wm. W.	Kent	\$4.	April, "
172	Stuart, James G.	Toronto	3.	September, "
173	Teetzel, James V.	Elgin	3.	July, "
174	Tennant, Walter	Simcoe	4.	September, "
175	Vermilyea, Nathaniel	Hastings	5.	October, "
176	Vickers, J. W.	Durham	1.	September, "
177	Wrigley, George	Middlesex	2.	June, "
178	Wright, R. Walter	Grey	4.	July, "
179	White, Joseph	Peel	3.	May, "
180	Wittet, George	Oxford	4.	June, "
181	Watson, C. W.	Peel	5.	September, "



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